DOCUMENT RESUME

ED 048 860 JC 710 098

AUTHOR	Menefree, Selden, Ed.; Graham, Walter, Ed.
TITLE	Independent Junior Colleges in the Seventies: Selected Proceedings of Three Regional Workshops.
INSTITUTION	American Association of Junior Colleges, Washington, D.C. Program with Developing Institutions.; National Council of Independent Junior Colleges.
REPORT NO	Pub-14
PUB DATE	Apr 71
NOTE	85p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Community Problems, Conference Reports, *Educational Finance, *Junior Colleges, *Master Plans, *Student Enrollment, *Student Needs

ABSTRACT

The selected proceedings of three regional private junior college workshops in the fall of 1970 focused on: enrollment of students, team administration, long-range planning, finances, and meeting student and community needs. (CA)

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

INDEPENDENT JUNIOR COLLEGES

IN THE SEVENTIES

ED 048860

Selected Proceedings

of

Three Regional Workshops:

1. Montreat-Anderson College, Montreat, N.C., October 16-17, 1970
2. Becker College, Worcester, Mass., October 30-31, 1970
3. Monticello College, Godfrey, Ill., November 20-21, 1970

A Joint Venture of the

National Council of Independent Junior Colleges

and

Program With Developing Institutions

of the

American Association of Junior Colleges

# # #

Edited by

Selden Menefee and Walter Graham

JC 710 048

PWDI
UNIVERSITY OF CALIF.
LOS ANGELES

MAY 12 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Publication No. 14

April 1971

INTRODUCTION

This publication is the result of three workshops, sponsored jointly by the National Council of Independent Junior Colleges and the Program With Developing Institutions of the American Association of Junior Colleges. Selected excerpts from the proceedings were brought together in this monograph to provide a permanent record of the joint undertaking.

The idea for the workshops was derived from an earlier pair of workshops held for private junior colleges by the Program With Developing Institutions in fall, 1968, at Cumberland College in Lebanon, Tennessee, and Montreat-Anderson College, Montreat, North Carolina. These were two of the most successful workshops ever sponsored by PWDI, and numerous requests had been received for additional workshops and for the publication which resulted from the earlier series (The Private Junior College: Problems and Solutions, PWDI Monograph No. 2, December, 1968).

Accordingly, after the formation of the National Council of Independent Junior Colleges, plans were made for a new series of private college workshops in fall 1970. At the suggestion of the executive board of the National Council, the workshops focused this time on 1) enrollment of students, 2) team administration, 3) long-range planning, 4) finances and fund-raising, and 5) meeting student and community needs.

The workshops had the following representation from the independent colleges:

Place	Date	No. People	Colleges	States
1. Montreat-Anderson Col., N.C.,	Oct. 16-17	59	31	9
2. Becker J.C., Worcester, Mass.	Oct. 30-31	66	34	9
3. Monticello Col., Godfrey, Ill.	Nov. 20-21	35	18	10
	Total	160	83	28

An evaluation sheet was used at the concluding session of each workshop to secure the opinion of those present. A summary of the over-all evaluations of the three workshops by the participants, on a five-point scale, follows:

Ratings	Montreat	Worcester	Monticello
1.Extremely valuable	58%	47%	71%
2. I	29%	40%	24%
3. I	13%	13%	5%
4. I	0	0	0
5. No value	0	0	0

Participation was excellent by all who attended and this is one of the reasons for the success of the workshops. The sharing of ideas also

went on in informal sessions,at meal times and before and after the formal sessions, which we thought was very helpful.

Most of the material which follows was of great interest to the participants and we believe will also be helpful to those who were not present. Lack of space makes it impossible to include here *every word by* every participant; in fact, to do so would have been unduly repetitive. In some instances manuscripts were not used, the leaders having spoken from brief notes. It was impossible, therefore, to record everything that happened.

We want to thank all of those who took part in the workshops, both officially and otherwise. We especially wish to thank the presidents and staff members of Montreat-Anderson, Becker Junior,and Monticello Colleges, who hosted the three workshops. We hope this publication will remind those who attended of a pleasant experience, and prove useful to all those laboring to assist the independent colleges to survive and prosper.

Credit is due Helen Minifie, Lee Ann Focer, Elise Libby, and Genny Richards for preparing the manuscript for publication.

Walter A. Graham, Director
National Council of Independent Junior Colleges

Selden Menefee, Director
AAJC Program With Developing Institutions

March 10, 1971

TABLE OF CONTENTS

Introduction iii
Table of Contents v

I. 1970 CHALLENGES TO INDEPENDENT JUNIOR COLLEGES

(1) Wesley M. Westerberg, President
Kendall College, Illinois 1
(2) W. Burkette Raper, President
Mt. Olive Junior College, North Carolina. 7
(3) Ralph Larsen, Executive Vice President
Cazenovia College, New York 10

II. THE JUNIOR COLLEGE IMAGE

(1) E. Bruce Heilman, President
Meredith College, Raleigh, North Carolina 13
(2) Peter C. Barnard, Director of Development
Pine Manor Junior College, Chestnut Hill, Massachusetts . . 19

III. ADMISSIONS IN THE SEVENTIES

(1) Robert Parker, President
Wesley College, Delaware 23
(2) Dennis Johnson, Executive Director
National Center for College Admissions, Chicago, Illinois . 26
(3) Charles Palmer, President
Palmer College, South Carolina. 31

IV. LONG-RANGE PLANNING IN THE SEVENTIES

(1) Tedd Kelly, President
Consultants for Educational Resources, Washington, D. C. . 33
(2) William Cumerford, President
The Cumerford Corporation, Kansas City, Missouri. 38
(3) J. Jay Gerber, President
Gonser Gerber Tinker Stuhr, Chicago, Illinois 41

V. TEAM ADMINISTRATION

(1) Tom Diener
University of Alabama, Tuscaloosa, Alabama 49
(2) Lawrence Fox, Director
Worcester Consortium, Worcester, Massachusetts 51

VI. WORKING WITH ALUMNI

Peter C. Barnard
Pine Manor Junior College, Chestnut Hill, Massachusetts . . 53

VII. WORKING WITH VETERANS AND SERVICEMEN

Lee John Betts, Southern Regional Coordinator
AAJC Veteran's Program, Washington, D. C.. 55

VIII. THE ALLIED HEALTH FIELD

(1) Kenneth G. Skaggs, Corrdinator of Occupational Education Projects, AAJC, Washington, D. C. 63
(2) Donald Harbert
Central Piedmont Community College, Charlotte, North Carolina 69
(3) Paul Buckley, Director of Health Occupations
North Shore Community College, Massachusetts. 70

IX. 1970 OPPORTUNITIES FOR PRIVATE COLLEGES: LIFE OR DEATH

Clifton Emery, Jr., President
Worcester Junior College, Massachusetts 71

X. EDUCATION FOR WHAT?

(1) E. B. Moore, Jr., College of Education
Auburn University, Alabama 75
(2) Dennis Binning, Editor
College and University Business, Chicago 81

XI. SUMMARY: HOW TO SURVIVE

Selden Menefee, Director
AAJC Program With Developing Institutions 83

I. 1970 CHALLENGES TO INDEPENDENT JUNIOR COLLEGES

(1) THE CHALLENGES OF THE SEVENTIES

By Wesley M. Westerberg, President of
Kendall College, Illinois, and of the National
Council of Independent Junior Colleges.
(Address to Monticello Workshop, Godfrey,
Illinois, November 20, 1970)

The challenges facing the private two-year colleges are no different from those facing all colleges and universities today. In that respect we cannot lay claim to uniqueness. The real challenge to our institutions of higher education are quite apparent in the underlying causes of the turbulence and unrest on our campuses. Kenneth Kenniston has pointed out these causes in his essay, "What's Bugging the Students," in the publication Perspectives on Campus Tensions.

1. The first cause, he says, lies in the political, social, and historical changes which comprise the major phenomenon of our time. These changes are, in turn, the result of two highly explosive revolutions that are simultaneously under way: the first involving the demand that American society grant full citizenship to many people who have traditionally been excluded from the mainstream of American life; the second involving the children of those who are solidly in the mainstream but have begun to question seriously its values and worth.

2. The second cause is the prolonged adolescence of our students. They arrive at adolescence a year earlier and are a grade ahead of their parents when they were at the same age. They are more likely to challenge, to question, and to think for themselves than were students of previous generations: but at the same time, they must defer adult responsibilities, rights, and prerogatives about five years longer.

3. Still another cause is the "involuntary" nature of college attendance. Many students are in college because of the draft, or the use of the degree for occupational entry, or social pressure on middle-class children to go to college—meaning that colleges abound with students who would, if given a chance, be elsewhere, and that colleges must serve more needs than they can meet.

4. Finally, Kenniston points to those major contradictions in our society which are of primary concern to all students and become the content of education itself: racism, human regimentation, ecological despoliation, poverty, and war. These problems have been with us for a long time, but never before has there been so acute an awareness of these problems by the young; and the demand that the campus and the classroom relate to these social and political realities is inescapable.

These are the causes of our trouble today, and these are the challenges of the Seventies.

Private junior colleges, even those that qualify as "developing institutions," cannot count themselves out of the mainstream and thereby escape these challenges. No college is so small, so oriented to a limited clientele or a single purpose, so geographically isolated that it can continue in its traditional way and still have a serious regard for its own future, or, what is more important, for the future of our civilization. On the contrary, the private two-year college may be just the kind of institution that can most easily and sensitively respond to these challenges and present a model of the way in which to do it.

James Holderman, executive director of the Illinois State Board of Higher Education, in his address to the National Council of Independent Junior Colleges in Washington in November, put our institutions "at the cutting edge of higher education." They not only can do one or two things well enough to insure their own survival, but they can become socially inventive, self-transcending, and open to the community. They can serve as outposts for new programs. He gave us, in fact, a philosophical base when he declared that we, better than any other institution, could demonstrate Martin Buber's "I-Thou" relationship through the person-to-person encounter so native to our campuses, and thus provide a solution to the main cause of student discontent.

Here then are the challenges: revolutionary change in our society and in the attitudes of young people towards society; the nature of the student generation and their demands of the educational system; the need of reform of the system itself; and the social contradictions for which education is expected to provide some answers.

Here, also, are a group of private two-year colleges which are searching for their identity and their social usefulness. It is my belief that the discovery of our usefulness in the present crisis will also provide the clue to our identity. Let me suggest ways in which we can respond to these challenges.

I

First of all, we must, as private colleges, develop a positive attitude towards our ability to provide some answers. There is some justification for our negative feelings about ourselves. Visiting the corporations and foundations, we have had the doors slammed in our faces because we are just outside the categories; it is as if we did not exist. Our salaries are at the bottom of the totem pole. In any time of crisis, we are told, we will be the first casualty in terms of both student recruitment and financial support. We will be the first colleges to expire.

We can continue to sing this traditional chant, and we've had it. We can, on the other hand, accept the fact that we face a greater challenge than any other intsitution. We can size up the job for what it is and be more imaginative and resourceful than anybody else in accomplishing it.

We can begin by taking stock of the things that are running in our favor. There's a break in the clouds as far as financial support is concerned. Corporations and foundations are slowly changing their traditional policies and including us, but only after the insistent work of some of our colleges. Legislation on both state and federal levels is slowly beginning to reflect our existence and role. The new National Council of Independent Junior Colleges is in a position to take advantage of all existing opportunities, such as the PWDI program, to make us aware of our strengths. There is a new climate of concern on the part of the public for the impersonal character of the large state campuses and the need for a better answer. Adlai Stevenson, III, came out in his campaign in Illinois with a statement to the effect that we must promote the use of smaller colleges because "violence seems more likely to occur at huge public universities." In a Chicago Sun-Times interview on November 8, the new Illinois Superintendent of Public Instruction, Michael Bakalis, was quoted as saying: "The state colleges and universities have grown too massive to meet individual student needs. The need is for small colleges that can better offer personalized instruction." Some of us feel that the enrollment increases in many small institutions this fall reflected this concern.

To simplify it: this is not the time to budget a slow demise, but the time to change our image of ourselves.

II

A second requirement of the private junior college, if it is to meet the challenge, is that it move out beyond its own walls. There is a little women's junior college in a southern state that had a very nonsecular name, and it was in trouble. It courageously opened its doors to males, dropped its name and took the name of the community in which it is located, and won community support. It literally turned its face to the community.

This is what our colleges must learn to do, not only in terms of recruitment and public relations, but sociologically and educationally. They must do so because of what society is like beyond the walls and because of the contradictions for which education may provide the best and only hope.

There is no college so isolated that it does not look out of its window onto some human situation that it can help to solve, some group of people it can bring into the mainstream through educational opportunities, some lack of knowledge or skills that it can offer. The challenge is to provide new kinds of education for new kinds of students; and the private junior college, with flexible admissions policies, imaginative programming, low cost, and concern for motivation, is in a strong position to meet a special requirement where it cannot hope to be comprehensive in scope.

III

The private junior college needs to get into the reform act. It is undoubtedly in a better position than any other institution in higher education to know what is wrong with education. So many students in our private two-year institutions come to us as children damaged by the system. (Remember Buckminster Fuller's statement, "There is no such thing as genius—some children are less damaged than others.") We have our share of the

damaged ones at Kendall, and it took us a while to understand how they got that way. We thought they were just being difficult, when actually they were responding in the way you would expect them to respond after they had gone through the system from K through 12. Educators on those levels don't like to hear this, but a few more books like Glasser's Schools Without Failure may begin to convince them.

When you realize what your own students have been through before they come to your campus, you then have to restructure what it is you are going to do for them. This will force you to ask questions that strike at the heart of our whole educational process: What is it that we are trying to do in our colleges with these damaged children? How can we undo what has been done? How can we avoid making the same mistakes ourselves? What are our objectives in teaching—to impart knowledge or to change human beings? If the latter, what effect is our teaching having on student behavior? How shall we evaluate what we are doing—by final examinations, letter grades, or other methods?

What happens is that you are drawn into the reform act—the reform of higher education. It will start with a new philosophy of education. It's very inexpensive, but it will certainly be explosive. It will demand some experimentation, because you will find that you can't continue teaching in the same old way in the classroom or treating students in the same way in the administrative offices. Our institutions are unusually amenable to becoming testing grounds for sound, imaginative experimentation, whereas the community colleges will undoubtedly be so pressed meeting the demands of the education explosion that, in most cases, they are not going to be able to experiment with radical innovations.

The private college is in an advantageous position, for example, to develop the small group experience. The small groups are already there; and these lend themselves, with sufficient imagination, to the development of motivation techniques, human potential experiences, and learning situations that can become student- rather than teacher-centered.

The private college can expect that each faculty member will ask the simple question, "What am I trying to achieve through this course?" and hopefully move on to establish realizable objectives that even the student can understand and respond to. The administration can do the same and triple the efficiency of the whole institution. It is within the power of the small institution to do this!

IV

I have suggested three ways, so far, in which we can meet the challenge of the seventies: 1) developing a positive attitude about ourselves; 2) moving beyond our walls; and 3) assuming the leadership for the reform of education. A fourth suggestion that will be necessary if the other three are to become possible: we must develop the skills to do the job.

I haven't as yet mentioned the two most pressing issues that always haunt us: enough students and enough money. We don't need to "make" students and we don't need to "make" money. They are both present in our

society in abundance. But we have to develop, in the first instance, the skills to bring the students to our campus to benefit from the educational experience we are talking about. Those are skills many of us thought we had and are suddenly discovering we don't have, and as a result, we are in trouble as institutions, and the students are losing out by going elsewhere.

We need to develop new skills in telling our story. We call this image-building. I cannot adequately stress the importance of this, because every little private junior college I know anything about is doing something fantastic that it does not value itself, at least not fully; so you can be sure that others are not hearing about it. One of the primary objectives of the National Council of Independent Junior Colleges is to tell this story—the composite story of what the private junior college is doing, and the role it plays in American higher education; but the story can't be told on a national level unless it can be articulated on the local level.

We need to develop new skills in finding support through federal and state grants and through contributions from our various constituencies. We need the skills of management. I am just on the threshold of this discovery myself, but as administrators we cannot evade the responsibility to apply management objectives to our operation just as we expect teachers to apply instructional objectives. We can't afford to be wasteful of human resources; and our kind of institution is small enough, flexible enough, sensitive enough, and poor enough to benefit from these new applications and set the example for others.

We need to develop institutional research and long-range planning—both colossal tasks that are so difficult for a small college to carry out, and yet so necessary to survival.

I may make it sound simple, and I don't mean to. I think, however, that every college represented here is capable of learning just as I think it is capable of teaching; and that we ought to be setting goals for ourselves and moving towards them. If we need motivation, I think the prediction of what will happen to us if we don't move should be sufficient.

* * * * * * * *

DISCUSSION

Dennis Johnson: What Wesley is saying is very true. My special area is admissions. We must compete at the level of the high school senior with the burgeoning community colleges. You, in the private colleges, must quickly sell this to your various publics. It's time to quit feeling sorry for yourself, and start doing what you must do to survive.

Gail Myers (President, Monticello College): The essential fact is, the children are making the decision as to where they will go to college now. We in the small colleges have been good "parents"—(in loco parentis)—but this

is no longer what the students want. Consider the "lock-in." Parents buy this, but not the kids. We "lock out" the students we should be taking in. The "lock step" must be broken. Colleges must break through into programs that can be sold to the new generation. We've got to be better than our neighbors—and then sell our products. Had we had a business occupation program here at Monticello, we would have had more students.

Hesston College: We have an aviation program—at no great cost. Our equipment is leased.

Menefee: Other examples are Chowan, St. Mary's, Aquinas, Presentation—they all have occupational programs, and good ones.

Westerberg: Special work in motivation at Kendall showed that this was one answer. Our human potential seminars have helped our students, and helped us a great deal. Many students come to us failure-oriented. They have been clobbered to death with the red pencil. We got students to write in an ungraded situation, to break through, and the kids get excited about learning. Then they set their own goals.

Q: Where do you get people to staff such a program?

A: The first staff member who broke through was from a seminary, a man with real concern for human beings. A counselor.

Myers: Faculty advisement brings out the best in good people.

Westerberg: We have to raise our own, train our own staff.

Ralph Jalkanen (Suomi College): A Sociological Review article says the mother still calls the shots on college selection.

Myers: In general objectives, yes. But the girls' college is losing ground with girls—they resist.

Hesston: How about occupational counseling? Do you need it?

Westerberg: We have hardly any of this. Our students aren't ready. First the students have to find out who they are. Then, what they want to do. We should not force kids to decide too soon.

Dennis Johnson: Hampshire College had 1600 applications for 400 places because they broke the academic mold, tried new methods.

Comment: "To fulfill our destiny in the system, we must fail a lot of students" is the old concept.

Westerberg: Some of our students have succeeded only in failing—so they are in a special group. They need special attention to succeed.

Felician College: We have been giving our 160 students a feeling of success—and developing occupational courses at the same time.

(2) ESSENTIALS FOR SURVIVAL IN THE SEVENTIES

W. Burkette Raper, President, Mt. Olive College, North Carolina
(Excerpts from remarks at Montreat Anderson College Workshop,
October 16, 1970)

First, I want to say something about the Program With Developing Institutions, a joint effort of the U.S. Office of Education and the American Association of Junior Colleges, with which I have been involved for the last three years. In terms of the amount of money put into it, no government program has ever produced more beneficial results.... Its impact has redirected many colleges towards a different role and concept of their mission. Some have been really turned around. The experience has been more rewarding to me than any graduate degree in education could have been.

Now about the challenges we face as independent junior colleges--and the solutions that must be reached. We are in a new era for education. We must understand this, we must change. The next few years will be an era of experimentation in education. As a business official said, "I try to identify what is essential for the survival of my business and put my major time and emphasis on these." This we must do, too. Our position is vulnerable.... Singapore was "impregnable" from sea attack, with its guns all strongly and permanently emplaced. But they pointed the wrong way. So Singapore fell--to a land attack from the rear. Educational institutions will also fail unless they are flexible and able to redefine their goals.

There are four essentials for our survival as independent colleges:

1. We must mobilize our entire program and personnel for <u>total student development</u>, to help <u>each student</u> achieve his highest potential. Everything must focus on the student as a person.
   a. Admissions policies must be based on this.
   b. Curriculum must be relevant to student interests. If a student fails, the institution has failed.
   c. Student life programs must be reevaluated.

We must take responsibility for all aspects of the students' lives. Every member of our staff must be involved. Even the custodian is part of this picture.... Students must be involved in the total life of the college. Students are our partners--not a threat. If we bring them into full partnership, they can help us to improve our colleges. There are three approaches to student government--anarchy, tyranny, or <u>partnership</u>. The latter is the only viable approach. We must look at our programs to see how they come through to our students.

2. We need to focus on <u>effective instruction</u>, and try to <u>eliminate academic failure</u>. We are relatively free to innovate in the private colleges. We should do so. Junior colleges are freer to innovate than universities, and private junior colleges are the freest of all. We are

in a struggle for survival and we have got to be good to survive. The best college in America may well be the independent junior college. Anybody can teach the top 10 per cent of students--the real challenge is teaching the remaining 90 per cent. Those who want to teach only the academically elite are cowards. We will not solve our problems by raising admission standards either.

Many of us are beginning to move to individualized instruction. Remediation removes incentives; but the individualized systems approach is great for fast and slow students alike. What difference does it make if a student takes three months or six months to complete a course?

We must evaluate teachers in terms of their work with students, and not reward the incompetent. We must not believe the nonsense that a high per cent of failures means higher standards. We must work toward the elimination of academic failure. We cripple students who leave college as failures. Also, financially, we need the students. We cannot afford the vacant seats. We've got to keep them with us, and help them.

3. We must operate on sound fiscal policies. Some colleges are closing down each year, for various reasons. Community colleges compete with us. A student can attend a community college in North Carolina for $150 a year and live at home. Costs run $1200 plus board and room in the private college. In North Carolina there are 54 community colleges and technical institutes. There are over 90 public two- and four-year colleges of all types. We have to develop programs that are worth the difference to the student, who is considering attending our college. We must make them, to the student, more relevant. The traditional liberal arts program is no longer as saleable as it once was. We must relate more directly to student needs.... We paid three students for twelve weeks, to recruit students. This is an investment, and it worked out well. We are not exempt from good business management because we are in education.

4. Extended service--to the community and to the church--are absolutely essential. The church college should seek to do for its constituency everything the community college does for its constituency, and with just as much enthusiasm. We need to help the have-nots develop their skills. We need to develop closer relations with business. If they see colleges as an investment, it will help. People don't give money to colleges because they need money--but because of what the colleges contribute to the community. In the independent junior colleges, we bring to our work a dedication and we must work together. As Adlai Stevenson once said, "We travel together, passengers in a little spaceship preserved from annihilation only by the love and work and care we give our fragile craft."

* * * * *

Q: What steps are being taken in the senior colleges, to dovetail schedules and credits with innovations in the junior colleges?

Raper: Let me say first that we are more than transfer institutions. We must not try to be lower division universities. Higher education is rigid, true. But transfer problems are not the prime consideration. Their solution will follow.

E.B. Moore: Since the junior colleges are preparing 30 to 40 per cent of the freshmen nationally, you must take a strong position in determining what should be tranferable.

Mayrelee Newman: Appalachian State University is doing this. The universities must listen to the junior colleges.

Tom Diener: We all share the belief that the most difficult nut to crack is the graduate school. The junior colleges must take the lead in pressing against the rigidity of the university, in demanding that the graduate schools of education emphasize the junior and community colleges.

E.B. Moore: In the south we are bringing 16 universities together with 34 junior colleges to bring these questions into the open. And the universities are waking up.

Ronald Jones (Wood Junior College): In Mississippi, there is an annual junior and senior college meeting. The junior colleges have challenged the university representatives, and we are getting some results.

(3) 1970 CHALLENGES TO OUR JUNIOR COLLEGES

Ralph Larsen, Executive Vice President of Cazenovia College, New York
(Following is a summary of some of the main points made by Mr. Larsen at the Worcester Workshop, October 30, 1970)

Private education has a significant problem of survival in competition with public colleges. But the problem is not insurmountable. It can be analyzed, understood, defined, and should be faced squarely.

The problem is two-fold: 1) attracting students; 2) raising money. The private college situation now is somewhat like that which faced the private academies at the turn of the century, namely competition from public high schools. Those academies which survived did so by becoming excellent--and not by confronting the public system head-on.

What to do to survive? Here are some suggestions:

1. The college should establish an office of business development to employ our funds, property, and prestige to the best advantage. Form a partnership with another college if it is feasible and advantageous. Or, possibly, a limited corporation with the college as a general partner, with business partners. In other words, if you have property you can turn it into cash without losing it....Syracuse University, for example, operates a business venture for profit. We must employ our funds, property, prestige to the best advantage. A branch bank on our own Cazenovia campus will bring great advantages to us in income, and no investment on our part is necessary except for the land it occupies.

2. Your trustees may release some funds for risk-taking investments. You may thus become a partner in a new business. Form a limited corporation with the college as general partner, as noted above; the other partners get depreciation on the buildings, and you ultimately get all the property, with very little risk on your part.

Q. Do you need to set up a separate company for this?

A. Probably, because you must pay taxes on such unrelated business income; it is not tax exempt like educational income.

3. On sources of income: At Cazenovia, parents contribute eight to ten times as much as alumni. This should be taken into account. Faculty and staff shouldn't be overlooked either. Trustee responsibility includes helping fund drives and operational gift campaigns.

4. Except for major innovations, abandon hope for big national foundation grants and look in your own backyards. Local foundations or donors are best. Local unions are rarely exploited, yet sometimes they are willing to give (as in the case of Suomi College, Hancock, Michigan).

5. Seek deferred gifts, especially among alumni and trustees. Every trustee should name the college as a residual beneficiary. We have been slow to develop 90 per cent of the sources used by four-year colleges.

6. We must work with legislators for aid--some have a tendency to leave private two-year colleges out of their proposals. New York State provides regular state aid for some private colleges but excludes the private two-year colleges. Illinois, Maryland and other states may help independent colleges.

7. Specialists in graphic arts can help make our publications more attractive, and build up the image of the school. Don't overlook the possibility of hiring outside help.

8. Joint ventures with other institutions in purchasing would also help.

Changes in recruiting methods must be made,too:

1. We must broaden our market because all colleges are after the same students. Use direct mail, posters, and movies. We expect 30 to 50 students next year from such efforts.

2. We need women from high income areas to help us, so we are going after them. We can concentrate much of our admissions efforts in these areas.

3. We may use modern brochures instead of catalogues in student recruitment.

4. Use communication media other than print--radio, TV, packaged programs--more extensively.

5. Joint recruiting efforts help: a common application form which allows for individuals to make alternate choices. (Nine Finger Lake colleges in New York are now considering such an effort.)

6. Invite students and parents to visit your campus for special events. Also, bring in guidance counselors from feeder high schools as your guests on campus.

Some changes in governance are also desirable: form a faculty senate with administrators, trustees, and students represented. Put faculty and students on all committees, trustees on some.

And some academic changes must also be made. Independent study is most productive of learning. We are exploring a new calendar: 4-1-4 or 3-1-3-3- system. We will abandon the old "core requirements" to work for relevance for the students. Students want a measure of real control over curricula--half-way measures are not enough.

These are some of the things we consider essential to survival.

# # # # #

II. THE JUNIOR COLLEGE IMAGE

(1) Where Do We Go From Here?

E. Bruce Heilman, President, Meredith College, Raleigh, N.C.
(Excerpts from a talk at the Montreat, North Carolina Workshop, October 16, 1970)

At this point in our history at Meredith we are particularly interested in the junior college graduate coming to our institution. My college believes in the junior college, and why not? In our administration the president, dean, business manager, registrar, director of development, and dean of students all have a junior college background. We at Meredith certainly are supportive of junior colleges.

Dr. Burkette Raper, in talking about the 1970 challenges to private junior colleges, suggested to you the need of the junior colleges for a strong public relations posture and an image of confidence and strength in administration, in planning and in whatever you are trying to do. You are hearing from others something of teamwork, planning, and all those things which directly relate to image and public relations.

In everything you do, your public relations and your image are involved. Individuals in leadership roles must help create this image. In fact, what happens at your institution will depend on who you are, what you do, how you act, and how you view yourself. Because I believe this so strongly, I am going to approach the subject of public relations in terms of you as leaders rather in terms of the college. I would like to show you in detail how we do it at Meredith. I think we do right well. We believe our image is created by everything we do. We tell the world about Meredith, in many programs and brochures, for many audiences. We have completed $4 million of a $5 million fund-raising campaign. We tell people what we are doing. I could brag about publications and program successes-- and we have some-- or about our good people, and we have some of them too; but instead let me talk about you and your posture. If you have a strong program, innovative and student-oriented, tell about it. Tell about your dreams as well, to your trustees and your public.

The very fact of this presentation, and of this total workshop. presupposes that each of YOU will in the future do more than you have done because you have been here. Some have been doing a great deal in effective public relations already. Others have done very little. Some of you will be inspired to greater efforts and successes; others will not. I would guess that the typical participant in a workshop related to education goes home to wonder why his college doesn't take advantage of all the grand opportunities for success he sees. He believes that if the president or the dean or the business officer or the trustees or the faculty or, in fact anyone other than he, would act in the interest of success, it would come. Yet most of us know that success

comes only when we personally strive in that direction.... If we can dislodge the rust from our own administrative channels, remove some of our own mental blocks and soften our hardening of the categories, we will clear the way not only for our own progress but for some others who have probably found us directly in their way....

Where do we go from here after having heard the challenge from Burkette Raper on the matter of what you have to sell in the 70's? Will you presume that he will sell it for you? I expect you would like him to do just that, but you know he cannot. But he has challenged each of you and all of you so you must go out and speak with confidence about what you are doing and why, so that you may attract the necessary resources and support to insure a strong future.

Where do you go from here knowing that public relations has become the number one administrative challenge in the small college today? Where do you go from here, knowing that resources are the key to the future of your college and to an academic program of strength, qualified faculty members, recruitment, selection and retention of students, adequate facilities and recruitment, innovation and advancement to new processes and procedures required in today's educational world?

Administrators must possess an understanding of and an appreciation for the weaknesses of their colleges as well as the strengths. They must grasp the techniques of development and fund raising as well as the desire for other successes. They must gain specific knowhow in deferring giving, capital giving, annual campaigns, and alumni fund raising. They must also have the inspiration and aspiration that comes from having dreamed dreams and seen visions so that these may be put into reality. All this demands public relations and image building.

It is so easy to say "So what? I've heard all this before." But have you really heard it? Your last chance to respond may not be far away. You can only fall so far behind without falling out completely. Someone said, "If you don't already have a crisis, you had better create one; or if you don't know you have one, you had better discover one when you get home."

Where can you go if you are without a long range plan? Will you wait until an accrediting association makes you build a model and project your destiny, or will you move ahead on your own to gain stature as you build strength on strength rather than size and mediocrity? Will you continue to operate on a hit or miss basis, if in fact you have been like the paramecium bumping his head against the obstacles until by trial and error he accomplishes his goal, but often too little and too late?

If your trustees take you and your institutions less than seriously, why should you take the time to educate them to their responsibility and to the significance of the college they represent? Must you not

decide what you believe the role of the trustee to be and then, as an administrative team, sell that approach?

Have you not the responsibility for having the courage to confidently invest in programs that will not produce until they are instituted, knowing that some money will come only after confident investments are made? Do you have enough faith in your future? Remember, the most privileged persons in the world are those who have faith.

Can you go home without a determination to create an alumni program which will vastly elevate the low average per cent of alumni support per year for junior colleges? Can you expect to sell your colleges to others if your own graduates cannot believe in them enough to support them? If they do not see you as worth perpetuating, then likely others will not be convinced. My own college asked me only two or three times in 25 years. I gave each time, but never without being asked.

Will you remember to tell others how you can satisfy their needs, rather than voicing yours? Will you sell programs and not problems? Will you sell strength rather than weakness? Will you remember that people are not necessarily concerned with the same things you are concerned with?

Unless every key administrator is prepared to sell his college, then the college is in great jeopardy. If you ask me, the most important thing for you when you leave here is to know that your future depends upon developing and designing a rationale of why your college should continue to exist. You had better know what you want and why. You had better prepare and publish your story and tell it consistently and confidently. You had better believe in your product. Remember the two shoe salesmen who were sent to Africa to probe the market possibilities. One returned a cable saying, "Forget it. Four out of five people here wouldn't know a shoe if they saw it." The other one called, "Send immediate reinforcements. Almost everyone needs our product." Which one do you send out from your college?

But selling is not a one way proposition. If you are to communicate the message to friends and neighbors, you must also allow them opportunity to respond in like manner. You don't have all the answers and you don't know all the needs of all your constituents; therefore, you must listen as well as talk and you must gain knowledge and information as well as give it. Listening ears are essential to colleges if they are to maintain viable, vigorous, dynamic, and realistic programs in keeping with the agressive and progressive growth and development of the world around them.

The ivy-covered, secluded, cloistered academic community of the past which might otherwise have gone out of business has instead gone out to business, to industry, to foundations, to the community, to alumni, and to all its constituents. As it has done so, there has arisen the demand that it clearly identify not only what it has been and what it is,

but what it expects to be if its future is to be meaningful. It must share its challenges and opportunities and must relate effectively to the world around it.

Your colleges and your communities and areas and state are a part of the warp and woof of each others' strength and personality. Why not let it be known? Why not sell that fact? Why not give attention to the factors which have made both the college and its constituents what they are?

We at Meredith have pondered the question of our role in the larger community. Some time ago we initiated by trustee action a study in depth of our involvement in the years ahead. We recognized that our institution could be a part of a broader activity only as we came to know and understand persons, places and things beyond our own boundaries. Only as we know ourselves and the world around us can we serve well and only then can we justify the kind of support we need.

I would like to suggest to you that there are certain specific things you ought to do when you leave here, and some of them are rather philosophical, some are idealistic. Generally speaking, they are practical and involve recognition of your limitations and of your strengths. First of all, I think you must provide education which is realistic. You should be expected to meet the demands of your community and area. You have a part to play in the progress of your community and area and should prepare to do that part. I think you should also articulate the fact that you are trying to provide education that is idealistic. You ought not to be apologetic for this, nor to be less than confident in your reason for being as a result of it. If you are church-related colleges, then you should continue to hold high expectations for yourselves and for your students. If your students dress attractively and have good manners and are imbued with high ideals and if they are friendly and have high moral standards, why shouldn't you be proud of this fact? Don't be timid or inhibited by the fact that this may not be what's in vogue in some big university.....

You should go from here and sell your college as an asset rather than a liability. Your college is likely one of the largest businesses in your area. We at Meredith have just published for public consumption the fact that our land and plant at current value are worth about $20 million; that over the next three years we will be responsible for $15 million being spent directly in the community, and based upon the formula that every dollar spent generates a turnover of two more dollars, Meredith will generate $45,000,000 in economic activity in the area.

You should sell your college as an investment rather than a charity. Few people give substantially to charity but many invest large amounts in significant enterprises which bring a return to themselves, their communities, or the society of which they are a part. Small colleges get more from an invested dollar than do most large universities. This should be known by those who appreciate such efficiency.

You should go from here telling everyone what your college means to education, to culture, to art, and to making the community better generally. You should accentuate the strength of your leadership, trusteewise and facultywise. You should express the fact that you know where you are going and how you expect to get there. Remember, the world steps aside to let anyone pass who knows where he is going. The same can be said for colleges.

A college must ask its graduates for money. But-- sell strength, not weakness; programs, not promises.

Every key administrator must be a crusader. Ask yourself: Why should your college continue to exist? You'd better be willing to justify it, to justify the college's future. All your administrators and faculty must believe in it. Get together on your facts, and try to reach all audiences. Get trustees to be dynamic in speaking about the college. The ivy-covered college of the past must now relate to the future. A college is more than the sum total of all its parts. It is a part of your community, state, and nation. In short:

We must brag about the good things we are doing-- and we must talk about the need for change.

There is need for both public and private colleges. We serve special needs. Capitalize on this.

Here are some other things you can do to strengthen your position when you go home:

1. You must explain your position in the community and go after support on this basis.

2. We need and should use resources of state universities. (We use North Carolina State computer facilities for training our students.)

3. You can extend your offerings by co-op programs with other colleges.

4. You ought to know about your graduates, brag about their successes, and ask them for support, as an investment.

5. Show people where you are going and they will help you to get there.

Doomsday people have predicted that one-third of the private colleges will close their doors in the next decade. It's not necessarily so-- you deserve your share of the gifts. Demand your share as hospitals do.

Axioms for Public Relations:

1. A leader must be enthusiastic, tempered by humor.
2. Realism: We must be daring enough to change if needed.
3. We must pay attention to our young people.
4. Optimism is also essential: anticipation, with confidence, of reaching the big goal.

* * * * *

Comment: Much depends on whom the colleges send out to meet the public, visit the high schools, etc.

Heilman: You need strong, confident people. They must be qualified to project the image of your college.

Q: What is your organization chart?

Heilman: 1. Instruction; 2. Public Information and Development; 3. Business; 4. Student Services. Our Public Information man does pictures, news, and publications. Our Director of Alumni Affairs is a fund raiser. We all are.

We have raised 2½ million dollars from alumni--although we were told it could not be done. Annual giving is up to $60,000 a year. We involved many people and alumnae in drives. We have employed a big enough staff for admissions.... You have to answer letters and queries promptly.

Comment: "If you don't ask, it won't be given."

(2) THE PUBLIC IMAGE OF THE PRIVATE JUNIOR COLLEGE

Peter Barnard, Director of Development, Pine Manor Junior College, Chestnut Hill, Massachusetts (chairman of a panel at the Becker Junior College Workshop, October 30, 1970)

Walter Graham: The next speaker is the first junior college representative on the American Alumni Council, as well as a member of the AAC board and chairman of their national committee for two-year colleges.

Peter Barnard: The American Alumni Council is a "how to" organization. Let it help you. But first, let's hear from our panel.

Charles Pheeny, director of development, Wentworth Institute, Boston. Here are a few points:

(1) The receptionist or switchboard operator is the front line contact for you. If she is not courteous and helpful, you will be hurt. One of your visitors may be a potential donor.
(2) An immediate acknowledgement is called for when a check is received; and a letter of congratulations when something happens to a contributor (like a promotion). This builds good will.
(3) Public functions, especially for alumni and prospective admissions candidates, also help.

Barnard: Public relations means presenting your image to a lot of people of different kinds. It has to be done differently for each kind of constituency.

Jan Notopoulos, assistant to the president for planning and development at Mount Vernon College in Washington, D.C.: We phased out as a prep school two years ago and phased in a radical new curriculum--including six-week internships and study abroad. We needed to get across an image of maturity and involvement in Washington. We started by inviting our neighbors in to explain our building program.

(1) First we gave a cocktail party for the neighbors to see our plans and meet the contractor.
(2) A tennis association was formed next, with 250 members! They are an income producer, incidentally, paying dues to use the courts.
(3) Our mailing list includes all of these people--parents, alumni, and neighbors.
(4) Our newsletter covers commencement, and two other issues go out a year. The cost will be only $7800--a saving from earlier years.
(5) The new director of admissions wears wide ties, uses multi-media. We used a 16mm film taken at Great Falls, with scenes of water. The accompaniment is Simon and Garfunkel's "Bridge Over Troubled Waters." There are slides

shown on both sides of the film. Mount Vernon is not even mentioned in this three-way show. But it creates an impression of what we are trying to be--a bridge over troubled waters--in our community.

(6) We use two posters--one psychedelic, a girl with flowing hair. The caption reads: "George Never Slept Here." (Mount Vernon College is there in small letters.) The second poster shows things that are happening in Washington. A "Love Box" is sent to future students, with items from the Smithsonian, a map, swizzle sticks, etc.

(7) A "Plants for Peter" party (for President Peter Pelham), for landscaping the campus, was a swinging event. People paid us for the plants and then gave them to us.

Barnard: Alumni, parents, and friends are the main sources of funds for annual campaigns. An annual drive for operational funds is needed, and an occasional capital campaign is normally needed, too. Endowment money must come from deferred gifts.... And let's not forget planning for the use of the campus in summer, summer programs for tennis, etc.

Ray Carson, academic dean, Wesley College, Dover, Delaware: How about the use of insurance for college students--for estate planning?

A: Most say, stay out of insurance for students. Later they may give much more than a modest monthly premium.

Barnard: Millions of dollars go to the federal government because people die with no wills or contingency provisions in case all of their heirs predecease them. Residual beneficiary status for your college is pure gold, in the long run....And remember, each individual must be treated differently.

* * * * *

Q: How do you get a distinctive image?

Notopoulos: You blend good media pictures with distinctive features of your own college.

William Irvine, president, Vermont College, Montpelier: Thirteen to fifteen New England private junior colleges combined to mail a piece of recruiting literature to all high schools in the country. The cost was under $500 for my college for this effort.

Barnard: Find the right people on your staff and use them to reinforce the positive impact of your college's program and image.

Q: What about the generation gap in image?

Notopoulos: Not a problem with most of our parents. They are young.

Comment: We use young people in campus events who will give parents a good impression of the college.

Hughes: Is survival so important that we must depend on packaging? We must create a distinctive college and then sell it.

Barnard: We need honesty and integrity.

# # # # #

III. ADMISSIONS IN THE SEVENTIES

(1) CHANGING ADMISSIONS POLICIES

By Robert H. Parker, President of Wesley College, Dover, Delaware
(Presented at the Becker Junior College Workshop, Worcester, Mass. October 30, 1970)

There was a time in the early 1940's when the population began to show signs of movement in this country. Citizens were becoming restless, and they were looking toward the suburbs for the relocation of their homes. But it was in the 50's that great changes began to take place in the cities and a new face appeared on the United States. As we moved into the 60's, it was evident that the college population explosion had begun and would continue for a while. It was at this time that new facilities for higher education began to spring up on every hand, in every campus. The colleges of this country were beginning to take on a new look.

What of the students? Colleges were besieged with hundreds of applications for admission, and in many instances, students had to be turned away from the colleges of their choice. It was at this time that the community college was taking its full place on the American scene, and a new era in undergraduate education was developing.

During these years, the private college never had it so good. Some colleges saw their first new building in 25 years. Many began to expand with a great flourish. There was money with which to do these things.

The spirit of the times was portrayed by a famous cartoon. A father was visiting his wife in the hospital. She had just provided him with his first son. As he looked at his wife and the young baby, his wife turned to him and said, "John, do you think we ought to enter him in Harvard now?" This was the spirit of the age. How can I get my child into college? Now that this young man is ready to enter into college, there has been a great change since the time he was born 18 years ago.

The community college and the increased costs in the private college have made these differences in the picture of a few years ago for the private independent or church-related college:

1. Fewer applications
2. Empty beds
3. Skyrocketing costs
4. In some cases, loss of income from alumni and donors because of campus unrest
5. Crystal-ball predictions of the closing of many private colleges

6. For all of us, a deep concern about our role in American higher education. Some say that the private college is needed more than ever, to keep the options of a dual educational system. Others are stating that perhaps there is no longer a need for private education, and that all should be handled by the state or federal government.

Where does this lead us in our thinking concerning admissions in the 70's?

1. The competition is going to be greater.
2. The cost of education will be a major factor in our survival.
3. The private college must face its responsibilities in assisting economically handicapped and racial minorities.
4. Financial aid in larger amounts will have to be provided.

It is very evident that the private college will need to provide a distinctive program that, by its very nature, will attract the student. It must offer in services that which will meet a wider range of individual needs. The private college must take a special interest in the student as a human being, and his place in a humane world. Then, too, the private college must review the standards under which it is operating and make sure that all persons understand them.

Where does all this place the college admissions department? It must:

1. Become more professional in its approach, the same as other departments in the college.
2. Look at its present area of prospective student contacts before it spreads too far afield in its efforts to attract more students.
3. Make definite long-range plans for presenting its program to prospective students and parents.
4. Develop new approaches, using the new media.
5. Through close supervision, check on admissions staff productivity.
6. Constantly evaluate and revise its program, trying new approaches frequently.
7. Work with a number of new agencies in its effort to secure additional students.

Private higher education--is it doomed then? The answer is, NO.

"The good old days" are gone, it's true. Competition and costs are up. It is necessary to meet the needs of the disadvantaged and minorities. The student must be attracted by relevant, good education. By its very nature, the private college must have a distinctive program. We cannot be the same as other private or community colleges. The individual must have special attention on our campuses.

As for the admissions department, we should take <u>our own area</u>

into our plans, first. There must be constant supervision and evaluation of admissions. Some colleges may have to close their doors. Others must examine their programs and revise them.

* * * * *

Q.: How do you evaluate your admissions program?

Dean Carson: We constantly check the effects of advertising. When new forms need to be adopted to simplify paper work, these should include a question on where the student heard about the college.

Parker: We have increased our enrollment by 200, and now have 857 this year. We made long-range plans, used direct mail, and worked harder than ever before....

Comment: To compete with community colleges, we must revise our methods.

Carson: We have done so in instruction, with the systems approach in many areas.

Irvine: Our reading and study skills center has attracted 70 of our students.

Menefee: Many colleges are serving a broader spectrum of studdents-- including Leicester College, here in Worcester, which has a summer program each year for marginal students. It has worked well.

(2) THE CHALLENGE OF RECRUITMENT

Dennis L. Johnson, president, Johnson Associates, 1301 West 22nd Street, Oak Brook, Illinois (talk given at Monticello College Workshop, Godfrey, Illinois, November 20, 1970)

The National Council of Independent Junior Colleges at AAJC represents the type of effort needed, if private education is to exist at the end of the decade. It's time for private colleges to begin thinking about survival —especially private two-year colleges. You're at the low end of the ladder in the eyes of many in education, and the same is true in the minds of some in the general public. I cannot agree with this attitude. The press spends a good deal of time discussing the prestigious, endowed colleges, the state colleges and universities, the growing public community college program, and the dilemma of the four-year independent or church related college. Rarely does one see the independent two-year college discussed in the media for either positive or negative reasons. It's time to let the public know what you have done, are doing, and hope to do.

We continually hear college presidents and admissions personnel complain about the difficulty of student recruitment, and in turn, enrollment stabilization. They are correct, it is difficult; but the problem is not insurmountable. When you speak of student recruitment, you must speak of income. Most of you in this room depend on 60-90 per cent of your total revenue in the form of student tuition and fees. This fact, in and of itself, should underline the high priority of a successful admissions program. You have to compete directly with community colleges, and in most cases, come out "second best" in terms of cost comparisons, closeness to the students' home, and usually, physical plant.

How then will you be able to attract enough capable students to make your institution a viable force in higher education, and yet continue to operate efficiently? There are no easy answers. A real commitment on the part of all members of the entire college community is the first requirement, and this begins with the board of trustees and the president.

The president's office is really where most programs succeed or fail, and this has to be true of admissions. Unfortunately, most college presidents know very little about admissions and have only served on faculty admissions committees. Until recently, the admissions problem was a necessary evil that commanded the president's attention two or three times a year—at budget sessions and at board meetings when enrollment was down.

Things have changed, and the president must learn about a new area. As chief administrator, the very future of the college hinges on his being able to develop an effective admissions program. One college president came to me and stated quite emphatically, "How can I manage admissions when I don't know what questions to ask? How can I know if my staff is doing the right things?"

With this in mind, I would like to ask some questions which can be used as guidelines for basic evaluation:

1. Do you have weekly, monthly, and quarterly statistics on applications, acceptances, rejections, and deposits, so that comparisons can be made with last year and previous years?

2. What is your "real" recruitment cost per student each year and semester? Does the cost include publications, catalogues, and administrative travel costs not usually figured in the admissions budget?

3. How did you hire your admissions director and his staff? Are they held accountable for every contact, time, expenditures, and results?

4. Does the admissions officer report directly to the president or someone in the administration who can give him support, immediate decisions, and the realistic budget he needs?

5. Does the faculty understand how difficult recruitment is, and instead of complaining, assist?

6. Does your admissions staff keep the president informed and does it continually look for new sources of students? Does the president create the same attitude of respect for admissions as other areas within the college community?

7. Do you release those individuals in admissions who do not perform well? (In far too many cases, non-performance is rewarded with a new contract or salary raise.)

These are but a few of the questions that should be asked, because very simply, enrollment below planned budget needs must result in all kinds of fiscal problems—no raises for salary and staff, no new equipment, and ill-will from creditors, who have little patience.

What will student recruitment in the 70's be like for the two-year private colleges? Frankly, it's going to be highly competitive, more expensive, and much changed from the present. Most private colleges have depended on high school visits as their main source of students. High school visits will continue, but some signs point to their being less effective as an admissions tool. High school guidance personnel are getting deluged with requests for visits—and some are even limiting "less well known" colleges to once every two or three years. The high school counselors are busy, and it is often easier to suggest one of the state colleges or the local community college. How then can the two-year college circumvent this obstacle and reach the student? Perhaps the college must take a lesson from the corporate world, and try to identify its "market."

There has been developing in the last several years a pervasive distrust of colleges and the academic world. It's time we begin telling the general public of the innovative and successful things being done in our colleges. I feel we must compete for the minds of the young and their parents—

that is a matter of communications. Ours is a media-saturated world. Television, radio, and newspapers constantly influence opinion through "slick" advertising techniques. To compete, we must adopt the communications methods used by the corporate world. Before you rebel too much, I would suggest you consider the impact of Sesame Street! Using Madison Avenue techniques, learning has been made to be fun.

Also, cable television will become commonplace by the end of the decade, meaning students may soon be able to dial the information they want—and this will include college entrance information. The best lecturers, and intellectuals will come to classrooms and homes through cable television and home television casettes.

The present, and future groups, of college-age students will have matured in the Marshall McLuhan age, so if we want them to attend our colleges we must first get their attention. How many of you have looked at your catalogue, brochures, and other printed materials recently and compared them to materials regularly read by high school students? You'll probably be a little disappointed in your materials. Does the information "tell it like it is" and does your college "speak to what students want to know?" Is your college identified as a "people place?"

In the same manner, do you communicate with personal letters, regular telephone calls, film presentations, and "speak-back casette" recordings? Does your faculty assist by contacting students interested in their respective professional areas?

Some faculties and administrators say, "If we advertise, use kicky brochures, and actively seek students, won't it look as if we're desperate?" I answer that by saying, "Aren't you?" Anyway, your use of personalized contemporary methods shows the student that you really do "care" and that you <u>are</u> a "people place."

Sydney Tickton and other educators suggest that 200 to 300 private colleges and universities will close or be merged into public systems in this decade. I agree, in fact I feel the number may even be larger. In the very near future less than 20 per cent of all undergraduates will be in private colleges. State scholarship and grant programs will help, but in the final sense <u>you</u> yourself will control the destiny of your college.

Pragmatic decisions based on what society needs and students want will have to be made. Departments may have to be terminated for the good of the strong and appealing departments within the institution. People not accepting the challenge and excitement of the private college will have to be released and go elsewhere.

Open admissions is a fact of life in higher education. You must learn to live with it and adjust to students' needs. By their very nature private colleges have been exclusive rather than inclusive. <u>This must change.</u> Reaching out to inform and serve all kinds of people will be a major function of the successful independent college in the 1970's. Kendall College has accepted this premise, that its door must be open. Its enrollment has grown from 600 to 900 as a result.

* * * * * *

(At this point, a poll of colleges represented in the room showed that ten had increased enrollment this year, six decreased and one stayed the same).

Myers: In the 50's, home visits were our bread and butter. In the 60's, the high school counselors came into the picture. This cut into our home visits. But counselors were an inept bunch, with little knowledge of the junior college. In the 70's, where do we go?

Johnson: Better information methods will have to enter in. We may have to use small-group services to reach the students. If necessary, we must circumvent the counselors. You have a chance to capitalize on the backlash against the public school system's failures.

Comment: One high school counselor I know sees his role as protecting students from the sharks (recruiters), who are unscrupulous.

Myers: Our best missions are with the marginal student. We should not set ourselves up as top academic institutions, but try to serve all who come to us.

(St. Mary's College) of O'Fallon, Missouri: The University of Missouri recommends students to us when they feel they need to attend a smaller college.

(Ancilla): Can PWDI sponsor workshops on the junior college for high school counselors, to educate them about the junior college?

A: Possibly, but how do you get them to attend?

Westerberg: We also need transfer counselors who can help our college students find the right four-year colleges.

Johnson: At Kendall, 80 per cent of the students go on to senior colleges.

Q: On retention, how do you keep your students for two years? We lose so many.

Westerberg: Which type of students do you lose? At Kendall, we lose the better students. They transfer early. We should challenge them more, to keep them with us.

Comment: Early transfers to senior colleges too often fail.

(Cottey College, Nevada, Missouri, a PEO college): We lose the less able student most often. The PEO sisterhood is a main source of students for us. We have 290 students. The maximum we ever had was 400. We are setting up a recruiting office now. We've been trying to find a good man for a year.

Johnson: It is difficult to find a good admissions officer. Use the organizations in this field to find personnel.

Michigan Christian College: Use the methods of industry. Take a person with the qualities you want--and train him (or her) as an admissions officer. Use the American Council, too.

Walter Graham: You've probably got people on your campus right now able to do all these jobs--if you give them the responsibility and a little training.

(3) RECRUITMENT SUCCESS DEPENDS ON MEETING STUDENT NEEDS

Charles Palmer, President, Palmer College, South Carolina
(Excerpts from remarks at a panel discussion at the Montreat-Anderson College Workshop, October 17, 1970)

Palmer College is up 44 per cent in enrollment this year.... In recruitment in the 70's, three factors are the keys to success: (1) recruit, (2) retain, and (3) place your students. The second two are crucial in importance. Placement in jobs or four-year colleges must be the outcome, at the end of two years' training.

The secret to making rabbit stew is, first catch the rabbit. Faculty and buildings are of no value without students. And you need the right students--those who need what you offer. You must take them where they are-- and succeed with them.

Palmer College has two campuses. We started as a junior college of business, then broadened out. We had no endowment, no fund drives. Tuition, fees, and federal programs are our only source of income. Yet we have never operated in the red since we started, more than 15 years ago.

This year we have 1328 students--up from 924 last year; 794 are in day classes. Of the total, 677 are in Charleston and 651 are in Columbia. We have dormitory apartments for students. (These are all convertible to commercial apartments if not needed for students.) We make a profit from these. We plan new campuses in both cities.

We take a businessman's approach to management, including individualized instruction. Our basic objective is to meet our obligations to the student, parent and employer:

(1) To provide the student with sound learning conditions for success
(2) To provide educational experiences which will result in specific employment and advancement
(3) To enable the student to graduate, work, or transfer.

The basic questions are: What do you have to sell? AND--How do they pay for it? Students will finance or borrow for tuition if they want to.

We have four types of programs, all interchangeable: Two-year degree programs, one-year diploma courses, certificate courses of three to four months, and adult education programs. Students can register into any of these any quarter of the year.

We try to sell the students on occupational programs. (We contract with other institutions to teach science programs.) We use brochures,

inexpensive ones, for the initial approach in recruiting. Once in, the students may transfer easily between programs.

In addition to four business administration and accounting programs and four "secretarial science" programs, we have four college transfer programs, police administration, and correctional administration. We give an "Associate in Criminal Justice" degree for law enforcement trainees, and an "Associate in Business" degree for the business administration and accounting and secretarial science programs. We reserve the "Associate in Arts" degree for the college transfer programs.

Q. These concepts have been viable in public colleges as well. BUT-- what do you see that we in the private colleges miss?

A. What I see is a lack of perception on the part of some colleges-- perception in the world for students. But the interest is there on the part of the students. You can hire and subcontract for services to meet their needs if you have to.... We have had some advantages as private colleges. We can change faster, if changes are indicated.

(Aquinas College): We started law enforcement courses three years ago with 75 enrolled. The first group is now about to graduate. They attend four nights a week, two hours a night. Many are veterans.

(Marymount College, Florida): We have to become more proficient in our admissions offices. The staff must study potential markets. Our retention rate has increased from 49 per cent to 76 per cent. Service (to students) means retention.

# # # # #

IV. LONG-RANGE PLANNING IN THE SEVENTIES

(1) The 3-D Plan: Or, Will Private Colleges Ever Be The Same Again?

By Tedd Kelly, President, Consultants for Educational Resources,
Washington, D.C.
(Address at Montreat, N. C., Workshop, October 16, 1970)

I'm certain that most of us remember the advent of 3-D movies. We went in to see movies as they had never been seen before--in three dimensions. The promoters of the 3-D movie technique promised us movies would never be the same again. Although the 3-D's did not succeed, at least they supplied me with a theme for today. I would suggest that a properly planned program will have these three D's: Direction, Depth, and Daring, to give a plan form, substance, and color.

I. Direction

While we may have doubts about the future direction that private education will take, I would assume that most of us have at least some idea what direction our particular institutions are moving in--even if it is only up or down. Furthermore, I would also assume that we have particular objectives in mind for our institutions--even if it is no more than the basic objective of staying alive. One more assumption: that each institution has its objectives on paper somewhere--even if they have been formulated, filed and forgotten.

The above represents the minimal level of planning: some concept of what direction we are going in, what our objectives are, and a statement about this. And, unfortunately, too often this is all we have, a minimal plan. Minimal achievement comes from minimal planning. I distrust neat comparisons, statistics, and indices, but may I suggest that if your planning has not produced a typed document of at least 100 pages, you have done very little planning.

A thorough plan begins with a comprehensive statement of objectives. But I wonder, really, if most colleges understand what their primary objective--in the singular--is. In my experience with clients and the 14 private junior colleges I have visited through PWDI, I found that presidents and boards of trustees usually do, but second and third level administrators and faculty do not--with exceptions, of course.

To my way of thinking, the primary objective of a college must be to provide an environment in which maximum learning can be achieved. You may wish to spell out the context of that learning, but underlying this is the one basic objective of facilitating learning.

The strongest statement of this objective I have encountered came from the vice president of a proprietary institution. He told me,

"Our survival depends on how well we educate our students. Our profits depend upon the high quality of our product."

Putting it that bluntly may not be acceptable to the non-proprietary institution, but the truth is clear. There are no bargains in education. We have tried to market a superior product at low cost. Low-cost education is of dubious value. The current trend in building community colleges is considered a "good deal" by parents, but the true cost is not always known. Much of the cost is passed on to the future consumer through bonds and loans. Yet Washington State now grants a $900 scholarship to students needing assistance to attend a private in-state institution and only a $300 scholarship to attend a public in-state institution. This is far below cost if you consider that it costs a non-resident student $1800 to attend a state institution....

II. Depth Follows Direction

Each division of the college function should have its objectives--more popularly known as "behavorial objectives"--determined, defined, and set down for measurement and evaluation of achievement--right down to the objectives for each course taught or each management function. It can be done.

I want to give one example here. Public relations planning is notoriously poor. Most institutions try to hire as good a person as they can get for as little money as possible, then hope for miracles. A good public relations program will have clear general objectives. It will state that the purposes of its programs are, for example:

(1) to improve the general public image of the college; specifically,
(2) to promote an image that will assist in recruiting students; and
(3) to stimulate and publicize programs which will attract the interest of potential supporters.

To accomplish these objectives, the public relations director will then direct his news releases, publications, broadcasts, and organizational activities to these ends. Time, expense, and activity will be allocated to achieve these objectives.

To be more specific, 250 news releases a year could be written about a college. This is roughly one for every working day. Eighty of them should be "image" builders--150 of them aimed toward specific audiences of potential students, and 20 of them toward donor/supporter publics. At least 80 per cent of those stories can be planned by subject a year in advance, and many of them pre-written. It can be done. I have done it.

From the above example, it should be apparent you can plan your public relations only a year ahead. But in economic planning, a measure

of the effectiveness of planning is its depth, as measured by the extent to which three, five, and ten-year projections are done (and redone as conditions change). Sidney Tickton's ten-year planning formula had largely fallen into disuse today, but one useful part of his planning procedure was the development of assumptions upon which to plan. This required real research into local, regional, and national trends and necessitated the relating of institutional goals to these trends. This is still an excellent point of departure.

What are some assumptions you can draw upon? Surprisingly (to some) you can assume that more students could be attending your institutions than are now in attendance.

In 1957 - 289,813 students were first-year enrollees in private colleges.
In 1969 - 415,000 enrolled for the first time.
In 1977 - 495,000 are expected to enroll as freshman in independent colleges.

Assuming the rate of private colleges closing, merging, or becoming public continues to be greater than the rate of new private colleges opening, there will be fewer private colleges than there are today to accommodate this projected increase.

Assuming greater mobility of students, the expectation is that the movement will be away from mass to identity. As the cost gap between public and private education narrows, the mobility may increase to the advantage of private institutions.

Using these assumptions, institutions should be planning for more teaching facilities, fewer "one-campus" programs, and educational patterns that promote wider academic, social service, and individual opportunities. It will become increasingly apparent that many public institutions lack the interest, ability, or freedom to satisfy the interests of students.

Recruitment and admissions programs, public relations output, and developmental activities should all be geared to these (or other) assumptions and conclusions.

A ten-year plan will take into account the potential re-allocation of resources to achieve stated objectives. More will probably be needed in the next three to five years in those areas that generate resources--students and funds--and less needed for facilities and additional pay for faculty. My observation has been that institutions ease up on resource development programs when they register some success. This is a mistake.

III. Daring to Do Rather Than "Derring-Do"

Perhaps it's time now to talk about planning for distinction rather than preparing for extinction. As Mark Twain wrote, "The report

of my death was exaggerated." Mark Twain also said that he had never seen a man so poor he didn't have a dog and he had seen some men so poor they had six dogs.

Some of our private colleges are so poor that, or because, they have too many programs to support--the hope being that the more programs there are, the more students will come. Some institutions are beginning to cut back by necessity. But just cutting is not enough. Resources should be re-directed to enable the college to concentrate on a program that will lend distinction to its image. Curriculum design, academic organization, administrative philosophy, institutional objectives are all important. Each college should have a distinct image. Private institutions are too similar to each other. "Academic excellence" has become a household word and has suffered the same fate of all household words--familiarity, then limbo.

Plan for distinction. One college I know (Mount Vernon College, Washington, D.C.) has a curriculum organization that is distinctive. It permits the enrollment of students every three weeks with no disruption of learning. Students can also drop out for three-week periods. Students may take their classes in three-week, six-week, nine-week, or eighteen-week segments.

Let me ask, why must a college student be a freshman or sophmore, junior, or senior? Could he not be a freshman in English and a senior in mathematics? If your institutional objectives are carefully enough defined, could you not place him by reference to his level of achievement, as related to your institutionally set patterns for achievement? Hordes of students are coming up through our public elementary and secondary schools on a non-graded, individualized instruction basis. Our public colleges are too large to change rapidly enough to gear their programs to meet the need of these students. Private colleges can DARE to change, to be prepared. They can innovate, and in so doing can attract students to an environment where learning opportunities are enhanced.

I have emphasized the necessity, the possibility, and the rewards of planning. Let me close by citing the strategy for planning:

To be effective, a plan must involve the total community that is to be affected. It must involve sponsors, trustees, administration, faculty, staff, students, alumni, parents, local, regional, and national publics, present and potential donors.

How they are involved should follow this general pattern:

The administration recommends to the board that long range planning be done and cites a "plan for planning." The board adopts this, and empowers the president to plan. The president delegates this planning to an administrator who guides the planning. The administrator then sets up a coordinating committee of the various college publics, who work out their plans either separately or in coordination with other

interest groups (e.g.,faculty and students). The person charged with the responsibility for planning coordinates this activity; and with the planning committee representing the various publics, puts all this together in a master plan. This is then presented to faculty and administration for refinement and final approval by the president. The president (with the assistance from his planner and other administrators) presents it to the board for approval. They refine or accept it, and empower the president to implement the plan. The plan is then a total institutional plan and program, with full commitment on the part of all elements of the college community.

A budget should be an integral part of the plan, and should be sufficient to accomplish its objectives.

* * * * *

Q: How big a staff do you need for a college of 600 to 800 students?

A. A director of planning and development, a director of alumni affairs, a director of public relations, and a recruitment officer and staff. A director, three counselors and two secretaries, $55,000; plus $14,000 travel costs; phone $2000; publications $12,000; $5000 in fringe benefits; $5000 for contracted services and contingencies account for the rest. This is the cost of obtaining $960,000 in first-year income in tuitions. An admissions budget for recruiting 400 freshmen may be as much as $100,000. The average cost of recruiting a student is around $400.

Q: Has recruitment ever been placed on commission basis?

A: Yes. But don't try it unless it is a matter of survival. It's dangerous.

Q: Which is better, a man or woman, as recruiter?

A: Neither. Sex doesn't matter. The person does. Younger persons are the best.... You have to identify your market. The money for admissions is already in the budget. You just have to find it, and use it wisely.

(2) THE CHALLENGE OF FUND RAISING IN THE 70's

William Cumerford, President, The Cumerford Corporation
(Excerpts from a panel discussion, Worcester Workshop, October 30, 1970)

Under the trends now prevailing, raising money for colleges takes more work, more time, more patience, and more planning. But we have had no failures; if adequate planning precedes a drive for funds it will succeed.

Many colleges are still not making long-range plans for future income. Some just go on as they always have. They'd make better prep schools than colleges.

In any fund-raising program, you must present your case in clear, concise terms. In long-range planning there are five I's:

(1) Inform people
(2) Interest them
(3) Involve them
(4) Invite them to work with you, and to
(5) Invest with you.

On business investments as a source of income: I don't agree, as a rule, with what Dr. Larsen said about this. You'd better straighten out your own business methods first, before you go into any business ventures outside. If you can't do that, maybe you should go out of business.

Development offices should be strengthened. The director should serve on the president's cabinet, and he must have an adequate staff.

Deferred giving: Start this program now, in your own backyard. Start with your trustees—get them to put codicils in their wills. Remember, 90 per cent of fund sources are in your own area.

Enrollment is money in the bank. But—not everything. You have to get money from other sources, too.

Long-range planning must precede an effective fund drive. Take your constituent groups, bring top power structure together in one large convocation that ends by allocating responsibilities. They are now committed when they leave the campus. Chowan College set a long-range objective of $6 million—starting with a $500,000 goal first year. It is now ahead of schedule. The college should have a master plan extending for five years. The total figure should be publicized. You may get a big donor as a result of this publicity.

Resources: Are you certain your goal can be attained? The last year, 42 per cent of the college's money has come from appreciated securities. Today, this picture has changed. You have to figure your sources carefully.

Timing: No time is good from the donor's point of view. But slow down and plan a campaign over a period of time. Professional fund-raising consultants insist on a feasibility survey first; then a consultant comes to prepare the ground. The cost of this is only about $3,000, plus a fee for campaign direction. It amounts to only four or five cents out of the dollar you receive. We are in and out, leaving your staff trained and ready to continue the program.

Sources: Remember, 80 per cent of the money has to come from 20 per cent of the people. You have to convince them of the need for your college.

* * * * * *

Q: What signals to you that a college should go out of business?

A: We have told only one to close its doors. It had an inactive, "dead" board, poor administration and leadership, all adding up to NO FUTURE. Against that single case, we have done over 900 campaigns and have served some 297 colleges.

Q: What about the care and feeding of trustees?

A: Here are some suggestions:

(1) Retreat for a day once a year—a quiet day of work.
(2) Have a rotating board—not a permanent one.
(3) President should have some say in selecting new trustees.
(4) Let the trustee know that he is a working member of the college.
(5) Break in new trustees to the challenges facing them.
(6) Prepare them for meetings with advance documents and use subcommittees to recommend decisions. They'll meet between sessions.
(7) Keep trustees out of administrative decisions.
(8) Give the trustee an opportunity to invest in the college. If he is worth having on the board he will contribute to the college and help with fund drives.
(9) Keep trustees well informed at all times. Communicate with them frequently.

Q: How do you get rid of trustees who won't work?

A: Promote them upstairs—to an advisory board.

Q: How do you identify prospects?

A: Identify your prospects by constituencies:
(1) The immediate college community
(2) The broader alumni constituency
(3) Other friends with a reason to give.

People give in circles of interest. Women often are good givers. Workshops for fund drives are good—but you need similar sessions for trustees.

Donald Hughes: This is private college country. Problems are somewhat different here.

A: We have local personnel on drives—in the South they must have a Southern accent.

Q: But what is the impact of the community college in private college country? The University of Massachusetts was an agricultural school 20 years ago—and now community colleges are coming in everywhere.

A: We'll just have to be stronger—like Cazenovia—and not hide our light under a bushel.

Q: But quality personnel can be bought—by public colleges. They can pay higher salaries than we can afford.

Hughes: We don't delude ourselves that the state universities are doing nothing—they are moving ahead. We have to move even faster.

Cumerford: The opportunity exists today—if you have four legs under your chair—if you can multiply yourself—if you raise money like you milk a cow—in person, and not by mail—you can raise money. You have to get out and work for it.

(3) PRACTICAL PLANNING FOR THE 70's

J. Jay Gerber, Partner, Gonser, Gerber, Tinker, Stuhr, Chicago
(Talk given at Monticello College Workshop, November 21, 1970)

When Walter Graham invited me to speak before this group of independent junior college officials on "Planning for the 70's", I accepted immediately. I have known Walter Graham for many years, and was most anxious to share in the work of the newly organized National Council of Independent Junior Colleges, of which Walter serves as director under the auspices of the American Association of Junior Colleges.

Just as important, I have become so tired of reading articles about the approaching doom of private higher education, and of hearing so many educators echo these sentiments, that I wanted to sound a positive note on the other side.

Just in case any of you have any questions about my attitude toward private education, I'll summarize my ideas in this one statement--and then try to prove it. I firmly believe that the future of private colleges, including independent junior colleges, is bright in the 70's if the institutions have well-defined educational objectives relevant to these times, effective student recruitment programs designed to bring to the institution the quality and quantity of students who can best be served, able management, aggressive well-rounded development programs, leadership from the trustees and other volunteers, and favorable state and federal tax laws.

Before discussing these items in some detail, let's take a brief look at the negative side. Many articles in national magazines and newspapers in recent months on "the plight of private colleges" and "the crisis in private colleges" highlight some of the grave problems facing private institutions, and raise questions about their survival. The recent articles, however, should prove helpful in creating better understanding of the problems facing higher education, such as skyrocketing costs; competition with tax-supported institutions, the government, and industry for well-trained faculty members; competition with tax-supported institutions for students; the need for capital funds to expand their educational plants; and the need for current funds to maintain a balanced budget.

Make no mistake about it--the crisis is real and the future is not bright for all private colleges. Some may not survive, particularly those which:

(1) Do not focus attention of their educational program and their service to society. Unless institutions fulfill a need and serve a great purpose in the 70's, why should they survive?

(2) Cannot find time to do the necessary planning, with both short-term and long-range goals.

(3) Are governed by religious groups or other organizations which place limiting restrictions on the institution's advancement but are unwilling themselves to provide the necessary support.

(4) Depend on sporadic fund-raising programs stressing the needs of the institution rather than on well-rounded continuing development programs which emphasize support for and opportunities for investment in worthwhile educational objectives.

(5) Cannot enlist trustees and other volunteers who will believe in, work for, and give adequate support to their programs.

In our work with private colleges and universities throughout the United States, we have seen many interesting and positive things happen at private colleges during this period of so-called crisis. Let me just mention a few items that have happened at these institutions:

1. One institution approached a prsopective donor for a gift for its new library building, hoping for a gift of $25,000; the rather surprising result was that the donor gave $1,000,000 to underwrite the entire cost of the library.

2. A college in a town of 8,000 receives annual support totalling more than $50,000 each from firms, corporations, and individuals in the community.

3. A university with 5,000 students received gifts through its parents' fund last year from 50 per cent of its parents.

4. An independent junior college received support of more than $170,000 from parents of its students and of former students. Another received $37,000 from parents, including $25,000 from parents of former students.

5. Another educational institution, which has been working diligently in the area of estate planning, reported that more than $5,000,000 has been included in wills within the past three years.

6. Another college, which started a President's Council for donors of $1,000 or more, received $450,000 this past year from donors who were giving a total of $47,500 per year before the President's Council was organized and promoted.

7. Although many women's institutions--particularly in the Midwest--feel that it is difficult to recruit students, one Midwestern college for women reported an increase of more than 30 per cent in its entering freshman class this fall, thanks to an aggressive student recruitment program.

Now let's take a look at some of the things that a private junior college should be doing in the 70's if it is to have a bright future. I'd like to start by discussing the academic area, for most certainly the quality and

vitality of an institution's educational program provide the real reason for its advancement and progress. Action is needed now on:

1. An academic "blueprint." Actually, few institutions have well-developed academic plans. Despite a decade of insistence on the part of the foundations and now the federal government, many institutions do not even have a documented ten-year projection. A "blueprint" to show the past history of the institution, its present programs, the directions in which it wants to move, its role in society, and what it will take to achieve its aims is absolutely essential. The "blueprint," with both short-term objectives and long-range objectives, should be adopted only after thorough participation and discussion among the "publics" of the institution, including the trustees, the administration, faculty and staff, parents of students, students, alumni, the church constituency if church-related, individual friends of the institution, and other important groups.

2. A profile showing the kinds of students that the institution wished to serve.

3. Cooperation with other junior colleges, four-year colleges, and universities to avoid duplication of effort. With transportation and communication as they are today, we just cannot operate colleges as isolated institutions as we did in the horse and buggy days.

4. Cooperation with other neighboring institutions, such as hospitals, museums, art institutes, and little theatres to make resources available to each other.

5. Innovations on the part of the faculty of programs to capture the imagination of students and the public in the 70's to enhance the effectiveness of teaching and learning.

6. Programs including study in our urban areas, in other parts of the country, and in other nations in order to broaden the outlook of both students and faculty.

Academic planning has always been essential for any institution that wants to progress, but such planning is an urgent necessity if a private college is to move forward in the 70's. We need bold and imaginative planning of educational programs for the 70's, rather than programs that were geared to serving society 25 or even 50 years ago.

As a summary of this point, I should like to quote from an article by Dr. Sharvey Umbeck, president of Knox College, Galesburg, and former chairman of the American Council on Education. The article appeared in the fall 1970 issue of the College and University Journal:

> Unfortunately, it is obvious that many colleges and universities have lost sight of their original objectives and have not established for themselves new vital purposes. Further, some colleges are trying to serve purposes that are long out-of-date. Institutional objectives

> must be clear, up-to-date, socially important, assiduously pursued...The independent institution should have a mission distinctly different from that of the tax-supported institution. Non-public colleges and universities will play a vital role on the American scene only as long as they serve important and apparent social needs not so effectively served by public institutions... Colleges which focus on clearly defined, socially significant objectives, and which effectively serve those objectives, will continue to be successful institutions regardless of their source of support. Institutions with vaguely defined objectives no longer important to society, will fade away...

The second essential which I believe is necessary if a private college is to prosper in the 70's is the development of an effective student recruitment program, designed to bring to the institution the quality and the quantity of students who can best be served. In my opinion, any college which has an educational program relevant to the 70's can recruit the number and quality of students that it can best serve if it is willing to put the necessary energy and effort into its student recruitment program. The college must have worthwhile educational programs, an admissions staff that is both able and adequate in numbers and that is supported by adequate publicity, good publications, and the involvement of volunteers, including such groups as students, parents, alumni, and church members if the college is church-related. If these statements do not agree with the statements that were made yesterday, perhaps we can discuss them in the panel session which follows this presentation.

The next essential for survival is able management. Private colleges must have efficient business management if they are to prosper in the 70's. Business officers, under the direction of the president, must:

(1) Work with the academic officer and others in preparing a year-by-year financial projection for the next five or ten years.

(2) Raise questions about specific courses and departments in which enrollments do not justify the expenses, although I realize that is not a decision to be made on financial considerations alone.

(3) Suggest and study possible cooperation with other institutions, thus avoiding duplication and reducing costs.

(4) Wisely invest endowment funds. I have often wondered why a college, which pays no income tax, is satisfied with a return on its investment which is often considerably less than the return earned by a private investor, who must pay taxes.

(5) Achieve budgetary planning and budget control. Budgetary planning at some institutions is almost non-existent; many institutions still balance their budget by merely inserting a "balance-budgeting" figure for needed current gifts--without even consulting the development officer as to the amount that he believes

can be raised. Other institutions have an adequate budget, but then do not make a sincere effort to keep expenditures within the budget.

(6) Report more accurately the institution's financial status. If institutions are to earn the support and understanding of donors and others, it is important that they report their exact financial status to the internal and external "publics" of the college. Any prospective donor should be entitled to a report that is at least as adequate as the annual financial report of an industrial firm.

(7) Keep donors informed: Development officers know the best prospective donor is a former donor; yet most colleges do an inadequate job of reporting to annual donors and donors of endowed and capital funds on the use of their gifts. An individual who has a foundation which has given away more than $1,000,000 told me that not more that 10 per cent of the institutions to which he has made gifts ever report on the use of his funds; most of them merely come back a year later for another gift. Some college officials willingly fly to New York to contact foundations, but somehow cannot get the information to report to them on how a gift has been used.

(8) Operate the college plant on a year-round basis. Somehow the sight of a multi-million dollar plant remaining idle each summer does not inspire confidence in the management of the institution. Ways can be found to use the plant, by scheduling summer sessions or other activities.

Now let's take a look at the development program. A well-rounded development program, led by informed, interested volunteers supported by a capable development staff, should include aggressive efforts to seek support from the following groups:

1. Alumni. Less than one-half of the colleges and universities in the United States even have an alumni fund! Of those institutions which have alumni funds, only one alumnus out of more than four makes a gift to his alma mater; however, some colleges have increased the number of contributions to two out of four, and even to two out of three. Some institutions have greatly increased the amount of alumni contributions by the organization of "giving groups," such as a President's Council. Other colleges have increased alumni support substantially by the use of "challenge gifts." Experience has proved that alumni funds are most effective if they involve many volunteers, and if they make use of personal solicitation and the so-called "telethon." Experience has also proved that the donor of small annual gifts may some day develop into a large prospective donor for the institution. Yet too few colleges put the necessary effort into an alumni program to develop a significant alumni fund.

2. Parents. In some colleges, parent funds now rival alumni funds as sources for both annual support and capital funds. Yet some colleges don't

even bother to ask parents for gift support! Parents of your students are interested in your institution, and will do anything within reason to be of assistance--if such assistance is invited. Recently, I visited a West Coast college which had just formed a Parents Council. Both the president and the development director of the college only reluctantly mentioned the financial status of the college, comparing the cost of education per student with the tuition paid by each student. The president and development director were both surprised and delighted when about two-thirds of the two-hour discussion centered around what parents could do to provide financial assistance to the college attended by their daughters.

3. Local Community. Even those colleges in small towns can obtain good local support through a well-developed program. The college's economic impact on the community and its importance in providing jobs, income, education, and culture are often undersold--or not sold at all.

4. Firms and Corporations. Too many junior colleges make no effort to tell their story to local firms and corporations, and invite their support. Yet the results obtained by those junior colleges which have programs directed toward obtaining support from firms and corporations are most gratifying.

5. Foundations. Too often colleges write letters wholesale to foundations. Careful selection of prospects, presentation of an educational program, and proper contacts will produce results; however, definite requests for support must be made, with well-documented goals and cost estimates included. In addition to considering well-known national foundations as possible sources of support, development officers should screen the list of foundations in their local area as possible prospective donors.

6. Church. Many of the junior colleges which are church-related are receiving support either from the denomination itself or from individual members of the church. Yet churches and church members can and will give more if the college has a program showing how it is serving the church, rather than just asking for money. Some of the smaller church denominations give as must as $10 per capita annually for the support of their church-related colleges.

7. Individuals. More intensive work with selected individual prospects is resulting in large gifts for some institutions. But prospect research, continued cultivation, and volunteer assistance are essential for success in this phase of a development program.

8. Estate Planning or Deferred Giving. This area remains a relatively untapped source of funds for most colleges. Yet colleges and universities which are not successful in obtaining deferred gifts and bequests are governed by exactly the same federal tax laws as those institutions which are successful, such as Pomona, Stanford, and the University of Pennsylvania. Success in obtaining deferred gifts, I am certain, has a direct relationship with the efforts put into such a program over a period of years.

9. Trustees. Trustees remain the key in setting the pace for giving and obtaining funds. All boards should have at least several trustees capable of

giving and getting major gifts. Every college can enlist the services of many capable individuals as trustees, yet too little thought is given to getting persons who can, in the words of Henry Wriston, provide to the board "Work, Wealth, and Wisdom."

10. Volunteers. The attracting and servicing of volunteers is an area in which much improvement must be made. Most colleges have at their disposal thousands of dollars worth of volunteer talent which is available for the asking. It is amazing how much service most volunteers give to colleges when you consider how little the colleges do for them.

Now let us turn to government support. Most colleges and universities in the United States have now decided that they are willing to accept government support; therefore, the question is how best to obtain such support.

Many of the institutions which are most successful in obtaining federal support assign the responsibility for such support to some one individual, in the business office or in the development office. It is the duty of this individual to become thoroughly familiar with the various programs, to make recommendations as to particular programs in which his college should be interested, and to see that the necessary applications are submitted by the deadline dates. There are many kinds of state and federal assistance that would be especially helpful to private colleges. Here are a few suggestions:

1. State Scholarships and State-guaranteed Loan Programs. A number of states, such as New York, Pennsylvania, and Illinois, have programs which are most helpful to private institutions. The president of a private university in Illinois reported just this past week that students in his institution received $3,400,000 this past year from state funds totalling about $3[illegible],000,000. Yet most states do not have such a program. What are you doing to encourage such a program in your State?

2. Tax-credit Plans, both Federal and State. Indiana's 1967 general assembly passed the first state law in the country granting tax credit on the state income tax for individuals and corporations giving gifts to Indiana colleges and universities. This tax-credit plan has encouraged gifts to many Indiana institutions. What plans are being made to encourage the passage of such a program in your State?

3. Tax Exemption. Some states exempt educational institutions from all sales taxes on purchases made by the institution. Other states provide tax exemption on real estate taxes on property owned by the institution, whether used for educational purposes or as an investment, subject to certain limitations.

4. Grants made by States, such as the State of Oregon, to Oregon institutions on a basis of their enrollment of Oregon students. A number of colleges and universities are attempting to promote this type of legislation in their states.

5. The Tax Reform Act passed by Congress contained many provisions encouraging gifts to private educational institutions, such as the raising

of the limitation on gifts to 50 per cent of one's income and the avoidance of the capital gains tax when appreciated property is given to an educational institution.

In summary, I believe that you will agree with me that the future of private colleges, including independent junior colleges, is bright in the 70's if the institutions have well-defined educational objectives relevant to these times, effective student recruitment programs designed to bring to the institution the quality and quantity of students who can best be served, able management, aggressive well-rounded development programs, leadership from the trustees and other volunteers, and favorable state and federal tax laws.

I think that each of us knows what must be done to insure the future of independent junior colleges. Now to get the job done!

# # # # #

V. TEAM ADMINISTRATION

(1) ESSENTIALS OF TEAM ADMINISTRATION

Thomas J. Diener, University of Alabama
(An outline of remarks at the Montreat Workshop, October 16, 1970)

I. The setting for today's problem:

1. Increasing complexity of organizations
2. Increasing demand for participation in organizational decision-making

II. Obstacles preventing more effective use of team administration:

1. A confession that we are, as administrators, dependent on others
2. Takes more time--group work is costly in time (in the short run)
3. Makes the individual administrator less sure of the future
4. Creates self-doubt (i.e., anxiety) in individual administrators (you have to expose your views, and self-doubt may result)

III. Why team interaction?

(1) For sharing information
(2) For coordination
(3) For stimulation
(4) For participation
(5) For long-range planning
(6) For heresy (change)

IV. What does a team do?

Meets...as a team...regularly...with a purpose (often expressed via agenda)...or with visitors or consultants on ad hoc basis

V. Concluding observations:

1. A half-hearted try by the President (or other leader) at team administration is probably worse than no attempt at all.
2. Basic rationale for team administration is this: the functions of modern management include not only planning, organizing, motivation, and control, but also the search for ways to aid the growth and development of one's colleagues.

* * * *

Raper: It takes less time in the long run to share decisions, by sharing information with all team members at once.

Diener: Specialization and fragmentation create need for this kind of sharing. Team interaction brings all those involved into the decisions; gives them a stake in the program.

Raper: The president has to be prepared for modification or rejection of his (the president's) plans.

C. Y. Melton: The president also has to take the ultimate responsibility.

Diener: The president must be willing to risk being blamed, true. (This "bugs" some presidents.) Presidents who feel secure don't feel they have to make all the announcements. If all agree on basic objectives, they can share the credit....The team can also initiate heresy: new programs, grading systems, etc. The team brings friction out in the open. Synthesis is then possible....An effective team must be tolerant of differences. BUT-a team without substance is worse than no team at all. Team members must feel secure.

Palmer: If you have much friction you won't have a team. Once opinions are expressed and a conclusion is reached, all must support it. Tolerance for disagreement is essential. But if a policy is decided on, you must have 100 per cent support.

Ed Rouse (Anderson College): Members of the team must respect each other. A group can then function effectively even if they disagree on something.

(2) TEAM ADMINISTRATION AND THE CONSORTIUM

Lawrence Fox, Director, Worcester Consortium for Higher Education
(Notes from remarks at the Worcester Workshop, Oct. 30, 1970)

One of the best recent general treatments of team organization is Robert Townsend's book "Up the Organization." I commend it to you as both useful and entertaining. These points, for example, apply in colleges as well as in business:

1. All decisions should be made as low on the organizational scale as possible--and as fast as possible, if they concern minor details.
2. Don't build monuments to anyone's ego.
3. Don't announce your plans prematurely or your opponents might stall them.

Team administration possibilities are limited by personal factors and people don't change very fast, so they have to be brought along gradually. Teams should be formed within the administration--to meet problems and find solutions. Not just one team but several on different levels.

* * * * *

Q: College presidents who most need advice won't get it, because they won't set up teams. How can you get to them?

A: Consultants on campus help. Often they can open this whole subject up.

Dean Carson: A college operated as a one-man show won't survive in this stage of history.

Comment: One great force for change today is the student. Students will force faculty change, if we don't meet their needs.

(Maria College): Change should be effected by administration and faculty as peers.

The Consortium

Larry Fox: The Worcester Consortium for Higher Education includes four junior colleges and six four-year institutions. It has several functions:

1. Increase the scope of education through joint efforts--cross-registration of students, etc. (About 500 students have cross-registered so far.)
2. Expand services to the community including continuing education.
3. Save money. Joint faculty appointments have brought savings in many areas.

Ten colleges plus nine other institutions--museums, etc.--have come together in this consortium. We try to plan carefully, but not slowly. We

don't have time to go slowly. Our planning has already matured in joint programs in several specialized areas:

Library services--Joint use of all facilities is available to all students and faculty members. Joint recruiting of minority students--to meet their needs, we have counseling services to channel students to all colleges which meet their needs. Bus service between colleges is now being planned. Joint programs in all ten colleges have been published: for example, a joint ecology program lists 200 related courses in the ten colleges. All are open to students in any one of the colleges, if they are qualified, without payment of additional fees....

Private colleges spend over one billion dollars annually and are one of the best non-polluting industries in the State. Working with taxpayers associations, etc. to get their support, we should get state aid to enable us to stay in business.... There is a great educational complex here in Worcester. Many pearls are waiting to be strung together.

# # # # #

VI. WORKING WITH ALUMNI

(A panel discussion, Becker Junior College Workshop, October 31, 1970)

Peter Barnard, Pine Manor Junior College, Massachusetts: Alumni are the single most important group. They are your end-product and you are running out of time to organize them. The American Alumni Council has been set up to help on this. You should know who they are--but you also need local staff, a budget, publications, and campus events to reach your alumni. Only after this should you start soliciting them for:

(1) Annual gifts
(2) Capital gifts, and ultimately,
(3) Deferred gifts.

Mrs. John Knox, alumni executive secretary, Bradford Junior College, Massachusetts: We are organizing area-wise, with area representatives, to get alumnae to recruit and assist us in their areas. Of the 73 first invited, 52 responded, only eight came to our campus. They will represent the college to prospective students. We now have 400 "class agents," and 700 is our goal by 1972. Alumnae council meetings are called, by classes, for reunions. May did not work very well, so October has been chosen for next year. (Few wanted June, commencement time.) Local alumae are a college's greatest asset.

Jan Notopoulos, Mount Vernon College, Washington, D.C.: Alumnae should feel they are doing something useful for the school. "Area Agents" are active--and feel useful.

Our AAAC,Alumnae Admissions Advisory Council, interviews candidates and tries to keep the girls' interest up by following through. Each alumna is assigned to a school. (I have five for my college.)

Annual giving: three years ago we put our alumnae on data processing. We have 7,000 alumnae (3,000 have been lost--women move, change their names). We get printouts by regions and classes, and distribute carbons to field representatives. Cost of this data processing is only equal to one part-time person.

Our annual giving drives started nine years ago. The first year we only got $5,000; now it runs about $90,000. We have chairmen, assistant chairmen, class agents, and associate agents. Also, decade chairmen, who call class agents for their decade. An annual mailing is sent--two months later there is a personal follow-up, by personalized (form) letters, telephone contacts, and notes. Then our agents actively follow up the "live ones"--the ones who have given before. "We miss you," is the message. Our campaign starts October 30 and closes April 30 with an annual report.

* * * * *

Comment: Alumni have been largely overlooked, or only recently discovered, as a source of funds for the junior college. We have been telling ourselves that our ex-students tend to identify with their four-year colleges after they transfer. But this is not necessarily so. Many alumni retain a strong attachment to the two-year college where they started their higher education. Many others never went on beyond the associate degree. Others went on, but dropped out of a four-year college. You can never know how many loyal alumni you have until you search them out and re-establish communication.... Only after that can you put them to the test in an annual fund drive. Many colleges have been surprised at the result. And if they don't respond the first time, don't give up. They may be better able to give in later drives.

# # # # #

VII. WORKING WITH VETERANS AND SERVICEMEN

By Lee John Betts, Southern Regional Coordinator
AAJC Veteran's Program, Washington, D. C.

(Address to the workshop at Montreat-Anderson College, North Carolina, October 16, 1970)

The American Association of Junior Colleges has a new Program for Veterans and Servicemen. Our general purpose is to assist junior colleges in the establishment of new programs and the improvement of existing programs for servicemen and veterans. We are particularly interested in programs for the educationally disadvantaged.

Supported by a grant from the Carnegie Foundation, the two-year project is directed by Dr. John Mallan, an esteemed political scientist and governmental affairs expert. Three of us are serving on a half-time basis as regional coordinators. I am based at Santa Fe Junior College in Gainesville. My area stretches from Virginia and Kentucky southward and westward to Texas.

Our efforts include helping colleges take advantage of new programs and opportunities that have been made possible through recent legislation, through workshops, consultation, and publications.

Why is the AAJC so interested in servicemen and veterans at this time? I would like to share with you some facts that will help you to understand our growing concern.

The Vietnam Veteran. 1,000,000 men a year are being separated from the armed services; of these, 23 per cent lack a high school education. Test results indicate that an equal number scored as poorly or worse than the average score of those who had not completed high school. Thus, nearly half of our servicemen have serious educational deficiencies.

Vocational Uncertainties. Upon discharge, the veteran with educational deficiencies suffers a rate of unemployment significantly higher than that of his fellow veteran, at a time when unemployment rates are climbing steadily. Many of these men did not have job skills when they entered the armed services, and are coming out without marketable skills. Quite a few veterans are members of minority groups. Some of these latter are disadvantaged by race, as well as education and job skills.

Increasing Demand for Education. The demand for higher education continues to spiral in our society. Within the past 15 years, the educational attainment of the average American, aged 18-25, has increased nearly three full years.

Poor Response to the GI Bill. A considerably smaller proportion of Vietnam-era veterans are using their GI Bill benefits for education and training than was true of either World War II or Korean War veterans. Apparently, participation in GI Bill training is in inverse ratio to need. While 50 per cent of those already possessing some college education can be expected to upgrade their education under the GI Bill, those who have serious educational deficiencies show participation rates as low as 10 per cent. Those most in need of further education are least likely to avail themselves of the opportunities.

In summary, while the increasing technological complexity of our society demands greater educational achievement on the part of its citizens, nearly half of our servicemen have serious educational deficiencies that will, if unremedied, preclude the achievement of their real potential. Past experience indicates that only a small percentage of these men will seek further education unless new programs specifically designed for their needs are developed.

Such programs are now a very real possibility!

NEW OPPORTUNITIES

The 1970 revision of the GI Bill (P.L. 91-219) has unveiled two new programs, designed specifically to help the veteran or serviceman who has educational deficiencies, or who may have been "turned off" by previous learning experiences. Servicemen who participate in these two programs, will still have their full and complete earned entitlement to regular educational assistance allowance upon completion of their service obligation.

TUTORIAL SUPPLEMENTARY ASSISTANCE (A Program for Veterans in College)

This is a significant new program for VETERANS who are pursuing a course of education above high school level on at least a half-time basis and who have a marked deficiency in a subject which is required for entrance to the course, or is indispensable to the successful pursuit thereof. It must be understood that this assistance is available only for veterans and servicemen who require it to avoid failure, and is not for those who desire to improve their academic standing. The need for this assistance will probably occur most often during the first two years after entrance into a course of education.

A maximum of nine months' of supplementary benefits, in addition to regular educational assistance payments, will be granted to veterans who are certified to be in need of such help. Payment for the cost of tutoring (up to $50 a month) will be made to the veteran upon certification by the school that (1) the assistance is essential to correct a marked deficiency, (2) the tutor chosen is qualified, and (3) the charges for the assistance do not exceed the customary charges for similar individual instruction afforded nonveterans. Payment for special supplementary assistance in any amount for a calendar month, or fraction of a

calendar month, constitutes the use of a month of this entitlement to special supplememtary assistance.

Method of Payment. An application and enrollment Certification for Individual Tutorial Assistance, Form 1990-T, must be submitted to the regional office of jurisdiction to claim benefits. Payments for a tutorial program will be made after the program has begun. The Veterans Administration recommends that tutoring be on a one-to-one basis. In no instance will they sanction a tutoring ratio greater than three-to-one.

PREDISCHARGE EDUCATION PROGRAM (PREP)

This program is designed to help servicemen who lack a high school diploma or who have serious educational deficiencies to continue their education and prepare themselves for higher education or vocational training.

PREP IS INTENDED TO HELP MEN WHO HAVE THE POTENTIAL FOR FURTHER EDUCATION, BUT WHO MAY NOT BE MOTIVATED TO CONTINUE, BECAUSE THEY LACK A HIGH SCHOOL DIPLOMA, DID NOT DO WELL IN SCHOOL, OR HAVE NOT BEEN ADEQUATELY COUNSELLED IN THE PAST.

To some extent, PREP is analagous to "Upward Bound" and other programs which are intended to bridge the gap between high school and college for those who have ability, but because of previous education, family income, inadequate counselling or other reasons may not plan to continue their education. Motivation may be as important as the actual courses in which a PREP student is enrolled.

A PREP program can be organized by a college in cooperation with a local military installation. Up to $175 per man per month will be paid by the Veterans Administration to the serviceman for tuition, fees, books, and supplies. Servicemen with 181 days of active duty are eligible.

PREP programs should always be designed to meet the special needs of servicemen with varying academic and cultural backgrounds who are inadequately prepared for entry into post-high school education and training.

Consideration should be given to the following guidelines:

1. Courses should be provided on or near military bases.

2. A program should be of specific term length, probably not to exceed three months, particularly if lump sum payments are desired.

3. Presently, to assure "full time" benefit payments from VA, 25 hours of classroom instruction per week would be planned. Efforts to reduce this requirement are under way.

Attitude modification may well be the most important goal of a PREP Program. Because most of these men have been "turned off" to education by previous experience, exciting, non-traditional approaches to learning are strongly encouraged. Program development should include opportunities for developing basic skills, adequate counselling, and placement guidance.

Careful consideration should be given to such matters as: course content, the optimal number of servicemen for an initial program, staff qualifications and salary, student-teacher ratios, expenses for equipment and services, innovative approaches to learning.

Staff selection and development ought to be carefully coordinated with program goals. Professional competencies should be matched with an ability to understand and relate to young servicemen who frequently come from disadvantaged urban and rural environments. The selection of a program director or coordinator can be critical.

Placement Responsibilities. A sponsoring institution should be willing to accept servicemen who satisfactorily complete its PREP courses into its regular student body upon their discharge. Assistance should be provided the serviceman in locating and applying to an appropriate college and in arranging necessary financial aid. A follow-up program is also encouraged.

For several reasons, i.e., the necessity to locate courses away from bases, the irregular schedule of the serviceman, funding considerations, it may be wise to organize PREP as an entirely new program, distinct from a college's other programs. VA approval is necessary for all new programs.

One final word: I have become a little concerned with what has sometimes seemed to be an anticipation of impending doom in the independent junior college movement. I have sensed a cautiousness bordering on timidity, a foreboding climate, a passivity that alarms me. I hope I'm wrong!

You are confronted with a crisis of major proportions to be sure, but I believe there are answers. Remember, the past has not always been roses in higher education. I can remember hearing the President of Waynesburg College tell of selling apples to keep his institution afloat during the depression.

Your crisis is not too dissimilar to that which confronted the academy movement in the 1880's and 90's. For nearly a century, the academy movement had grown and flourished until it had become a vital, integral part of American education. Innovative beyond its few public counterparts, catering to the needs of its constituencies-it had expanded throughout the land.

Then, in 1887, the Kalamazoo case spawned hundreds of public high schools within a decade, and the foundation of the academy movement was shaken to its core. Each academy was confronted with the challenge: change or die. For many academies it was the beginning of the end. But not for all. Many remodeled their curriculum and became institutions of the New England Prep School type. Others became normal schools or colleges. The University of Florida began as an academy over 100 years ago. So did the college from which I graduated.

THE SECRET OF THEIR SURVIVAL AND PROSPERITY COULD BE SUMMED UP IN ONE SENTENCE: THEY FOUND NEW PURPOSES, NEW GOALS FOR A CHANGING AGE. PERHAPS THIS IS OUR RESPONSIBILITY TODAY: TO FIND NEW PURPOSES, NEW GOALS FOR OUR CHANGING AGE.

* * * * *

Further Discussion at Monticello College Workshop

Dennis Johnson: Veterans want you, want community and private junior colleges. In the next year, over a million veterans will return to the U.S.A. Of these, about 78 per cent have completed high school work. Most are likely to be disadvantaged, minorities, or dropouts, but most will be returning as mature men.... You must reach servicemen before they are separated from the service.

How can you do a better job of attracting veterans?

(1) Are you fully aware of the new GI Bill provisions?
(2) What are admissions policies for verterans? Are they flexible? (If not, you'd better revise them)
(3) Are you using new PREP and Tutorial Assistance programs? (If not, go to your local VA office and make contact.)
(4) Do your admissions people go to hospitals and military bases, reaching out for veterans?
(5) Are veterans from minority and poor groups specifically sought?
(6) Do you speak of the veteran's needs through letters and brochures? ETS (Expiration Term of Service) brochures help.
(7) Do you seek out the disabled veteran? Some 275,000 men were wounded in the Indo-China War. Ten per cent of these would have died in any previous war! They need special help - half of the disabilities are paraplegic cases. Can you work with them?
(8) Some 207,000 blacks are or will be returning from the war, many skilled in sniping and demolition. Are we ready to give them an opportunity for constructive education and work?

$175 a month is what the GI gets for college. Tuition and books are not given. Yours is the kind of college that veterans need to go to; but you must be ready to receive them and make it possible for them to attend. Reorient your whole program to appeal to veterans. This may turn the tide for your enrollment. And you can perform a service.

Dennis Binning: Walter Reed Hospital veterans I met showed great interest in education, but their education ended at 18, as a rule. They need counseling. They are guaranteed it under the GI Bill, but there is such a shortage of VA staff that they can't get it. The junior colleges could counsel returning veterans - free. Tutorial programs can help too.

Project Transition is good but base CO's are not implementing it. You will have to take the initiative (as Harford J.C., Md., has). Some

GI checks are a year slow in coming. Fortunately, most have savings. This is the first war in our history that is returning non-heroes. It can create a major social problem.

Comments: Veterans are a group with good chances of success. They are motivated. They are also good at recruiting other veterans. Disabled veterans are well financed for attending private colleges....

Johnson: Set up a chair and table at a base counseling office to help them reach the veterans.

# # # # #

VIII THE ALLIED HEALTH FIELD

(1) THE COMMUNITY COLLEGE AND ALLIED HEALTH PROGRAMS

Kenneth G. Skaggs, Coordinator of AAJC Occupational Education Project, Washington, D.C. (Remarks at Monticello College Workshop, Godfrey, Illinois, November 21, 1970)

If we accept, and most of us do, the premise that the nation faces an acute shortage of personnel in the service and supportive fields of health and medical care, then it would seem that careful attention should be given to making the most effective use of the nation's collegiate level programs to educate many who will go into the health and medical services. The capacity for absorbing larger and larger enrollments is apparently one of the most striking features of the two-year college program of higher education, private as well as public. We also have a responsiveness to student needs which gives accommodation to a heterogeneous student body, with comprehensive programs designed to meet varying needs, types, and ages of students, uniquely qualified teaching staffs; and a large number of institutions with widely differing objectives, organizational patterns, and procedural methods. Another characteristic of these institutions, of which we can also boast, is an absence of preconceived notions of what is or is not "college material."

Junior colleges are being established at a rate of almost one each week, which rate of growth is expected to continue through the 1970's. The American Association of Junior Colleges estimates that if all states were to follow the lead of California, one of the earliest state systems, American junior colleges would have an enrollment of six and a half million students by 1975 and this would entail an expenditure of some $5 billion during the next ten years.

Most recently established junior colleges are public community colleges, planned and organized to include programs of occupational education in their curricula. Furthermore, the colleges are planned in terms of accessibility to students, flexible admission policies, appropriate counseling programs, and low cost. These are the ones you will be competing with for students. One area where you can compete is in certain occupational fields where there are unmet needs for technical personnel. The vast potential of the community or private junior college in the field of technical and semiprofessional education has not been realized fully. The low prestige value or lack of acceptance of technical education is a major problem. In this country, and in many countries abroad, the university with its baccalaureate programs is the desired educational objective of many young people. Occupational programs are chosen often reluctantly as second-best options.

Much could be said to you about developing occupational education programs in the business related fields, science and engineering, and

First, the general public, and students and their parents in particular, have expressed very little enthusiasm or exhibited very little interest in some of these occupational programs or careers as an educational objective. A continuing, forceful program to acquaint the public with the worth and importance of occupational education is necessary. Basic procedures in such informational programs would:

(1) emphasize the attractiveness of such education,
(2) emphasize the career opportunities of such programs,
(3) emphasize the career prestige of the whole health and medical field, and
(4) emphasize that there is no magic in the baccalaureate degree as such. Worth, importance, and career dignity will come to the competent, the able, the skilled technician as well as to the "degreed" person.

There are several sources of students for paramedical programs--but all require various degrees of <u>active</u> recruitment. The college that develops a program and then sits back with doors open waiting for students to come in is doomed to disappointment and frustration.

(1) Our largest source of students is the high school graduate--but once again, the junior college that depends wholly upon high school graduates for its students in health-related programs will experience enrollment disappointment. All sources should be explored and, yes, exploiced.
(2) Current college students who have been misdirected into other programs, or who, for many reasons, may be frustrated in their college work, may be re-counseled into paramedical programs.
(3) Adults who now find the need to engage in a career may be motivated to enter allied health programs.
(4) Adults who practiced a health profession years ago, and who now wish to re-enter the progession, may need refresher work.
(5) Adults currently in a health-related career who wish to enter another field or up-grade themselves in their present employment may be interested.

However, we emphasize that in order to attract students from any of these categories into the paramedical programs, a dynamic, aggressive, well-planned program of information, encouragement, and counseling must be undertaken.

* * * * *

<u>Q</u>.: What is the relationship of programs in a core curriculum?

<u>A</u>.: Nursing courses can be the core for several other allied health programs. You should be thinking here of a core curriculum which would serve nursing aides, home health aides, ambulance technicians, and many other fields related to nursing.

(2) TRENDS IN THE ALLIED HEALTH FIELD

Donald Harbert, Central Piedmont Community College, Charlotte, North Carolina (Remarks at Montreat-Anderson Workshop, October 17, 1970)

.... Medical programs tend to grow longer and longer except for the associate degree nursing programs, which reversed this trend. Career ladders are difficult to come by, but they are essential, with 246 separate categories in the allied health profession. The transferability barrier is breaking down, out of sheer necessity.

There are some problem areas: clinical resources must be in the community. Accreditation is also needed. Check this out. (Recruitment is rarely a problem. Nor is legal liability.)

At Central Piedmont Community College health occupational programs all have waiting lists. Even the one-year Licensed Vocational Nurse program has a waiting list. We plan mobile facilities to train nurses' aides at each hospital, in six-week periods, using one classroom, one teacher. Dental hygiene is attractive, but the market may be flooded with graduates soon. Dental assisting is a sleeper; a one-year program.

We are committed to individualized instruction. Our nurses' training is audio-tutorial. (Crystal Lange of Delta College helped on this.) It works: attrition is a thing of the past; nurses' scores in state exams are up; and the students are happy!

We have discovered the core curriculum, and are working hard on this We have packaged material, usable in many courses. Nursing training units can be used in other courses. Our audio-tutorial lab is open from 8:00 a.m. to 10 p.m. four days a week. Teachers become integrators of knowledge. Come see it for yourself!

Human Services Associate Curriculum is six quarters, based on the behavioral and biological sciences--one single new course on the "HSA" is given each quarter. The graduates become mental health or pre-school education aides or work in alcoholic and narcotics centers. In the third quarter, students branch out, choose a speciality in vocational rehabilitation, or other areas; then they get specific clinical experience the second year--six hours a week. We opened to 37 students, without publicity. We have many calls for students to work in clinics--often leading to jobs even before they graduate.

We are combining inhalation therapy training and emergency vehicle attendants training in certain core courses. Pulmonary and bleeding problems must be met in both, so there is a common core.

These areas all draw students, and do not require exclusive facilities. You can use local clinics.

* * * * *

(3) ALLIED HEALTH--A GROWING FIELD

Paul Buckley, Director of Health Occupations, North Shore Community College (Remarks at Becker Junior College Workshop, October 31, 1970)

....Our national health service "industry" is in chaos. It is the third largest industry--$50 billion annually, soon it will be $70 billion annually, and $100 billion by 1980. Yet 3.5 million people have nothing to do with doctors and dentists--never see one. Another 15 million have little contact with health services. On a weekend in Boston, you can hardly find a doctor or surgeon. We are questioning why we can't have better service. In 1966, 3.7 million people were employed in the health services. Soon it will reach 5 million. New models are needed. In New Zealand, as early as 1929, dental hygienists filled cavities. "Assistant medical officers" have been used for years in other countries. By 1975, an additional 343,000 allied health workers will be needed--10 per cent more than today.

The problems are:

1. The medical profession has put heavy requirements on training--2400 hours experience is required for radiological technologists, for example, despite the fact that research shows 800 hours are enough.
2. Clinical affiliation is another problem.
3. Dead-end careers, or the lack of the career ladder, is another.
4. A man trained as a medic in the Army gets no credit for this if he goes back to school!
5. Faculty is expensive--you must pay a $15,000 salary for a physical therapist for nine months.
6. You need community surveys--manpower data are very incomplete.

About costs: You have to use the core and cluster curriculum concepts, for reasons of cost. Occupational and physical therapy are 90 per cent overlapping, for example. Environmental health specialities also overlap. Environmental health students can transfer to a four-year course in senior engineering. (Ecological courses are supplementary.) Health institutes and re-training of nurses are also planned.

Federal programs are available, and will be expanded. The U.S. Public Health Service has funds for conferences and curriculum planning. Mental health technicians are needed--recognition is coming on this soon.

Environmental health funds are soon to be available. Ask your HEW regional office for a listing of programs.

# # # # #

IX. 1970 OPPORTUNITIES FOR INDEPENDENT JUNIOR COLLEGES: LIFE OR DEATH

By Clifton W. Emery, Jr., President, Worcester Junior College
(Address at Becker Junior College Workshop, Oct. 30, 1970.)

My latest figures show that there are some 240 private, independent junior colleges in the United States concentrated chiefly in New England, the middle states, and the South. Our numbers are already declining, and I submit at the outset that we have little or no "lead time" remaining. While the title of my remarks states "1970 Opportunities," we just do not have another nine or ten years to enjoy the luxury of engaging in intellectual calisthenics which hopefully would produce a magical solution by the end of the decade.

The most reliable and up-to-date statistics I have been able to obtain on two-year colleges paints the picture for us:

1. Between 1959 and 1969 the number of tax-supported, two-year colleges leaped from 390 to 794, an addition of 404 institutions nationally, (or more shockingly a 103 per cent increase in a ten-year span. During this same period their total enrollments increased by 13.3 per cent a year.)

2. In the case of our own private, independent two-year colleges, between the years 1959-69 we show a disappearance of some 29 institutions from our ranks, the figures going from 273 to 244 in 1969. And, while our combined enrollments grew, they increased only by 6.2 per cent, one-twentieth of the public growth rate.

In the able study conducted by Ken McKay, it is pointed out that independent junior colleges have certain distinctive characteristics which should give them much strength on which to build, features which are not always possible for public institutions fully to enjoy:

1. Flexibility is one of our important features--flexibility in curriculum, experimentation, innovation, special programs for students, as well as flexibility within the administration and faculty.

2. Autonomy is another of our major features. Because we are independent, we have the freedom to make changes more quickly and with less red tape than is true in a public institution. We can initiate something new virtually overnight, and we can eliminate something unsuccessful virtually overnight.

3. Individual attention to students is another of our striking assets. We have the capacity to provide individual attention to the student through instruction, extra help, as well as guidance and counseling. What I choose to call mass-production education tends to be more characteristic of the tax-supported college or university, because their constituency demands that they accommodate large numbers of our citizenry.

Others have said that our type of two-year college provides the "second chance" opportunity for those rejected elsewhere. Each of us in this room can think of innumerable examples of youngsters whose secondary school record and test scores would lead us to believe he is a born failure, but who with encouragement, individual attention, and patient help succeeds in a glorious fashion.

To quote Dr. Burkette Raper, "Excellence in education does not require being exclusive in admissions, classic in our curriculum, and unrealistic in our grading. True excellence is taking a student where he is and inspiring him to achieve at his highest level."

Because we are private, ergo independent, we do not have to put the student through a "lock-step, narrow tracked" type of education that is all too often forced upon the mass-production type of educational institution.

Enough about our problems and our strengths. We are all much aware of what I have said, though if we are not we had better become acquainted with these factors with haste. Now, what to do about all this? There are remedies, though I admit that in order to accomplish some of them we will have to start working a ten-day week instead of a seven-day week.

I submit the following proposals:

1. We have got to be less exclusive and, yes, in some cases much less smug. We must get into our community deeply to determine what it needs. The community does not always know what it needs and we, therefore, cannot sit passively and wait for the initiative to come from them. Furthermore, whether we know it or not, there is many a neighbor in our community who stands in such awe of the educational institution that he lacks the courage to speak out to us.

2. We have confidence that our programs and our teaching are of the highest quality, but we must work every minute of our lives to insure the fact that we are what we say we are, and that we maintain this excellence. We have the unusual privilege and challenge of retaining the best part of over 300 years of American higher education but at the same time we must maintain our uniqueness, our innovative ability and our flexibility.

3. We must continue to experiment with teaching methods. The American college of today that is not conducting some new experiment annually will find itself dying of thirst in the great American desert. There are two reasons for experimenting:

(a) To make the learning process and teaching methods more efficient, and

(b) To make instructional methods more economical.

4. We must get closer to pay-as-you-go financial programs. I need not tell my colleagues here that American private, higher education (in both two-year and four-year institutions) has probably overbuilt. Many a college is staggering under a heavy load of mortgages, debt service, and maintenance costs for new facilities that are not fully occupied.

5. We must make ourselves felt by the political figures who control the public coffers. We must consider persuading them of the wisdom of aiding private institutions with public monies. They must be made to realize that instead of making only astronomical appropriations for new public campuses, they must use spaces in established private institutions for students, who could be awarded scholarships so that they might be able to use existing facilities AT FAR LESS COST TO THE TAXPAYER than building more new buildings! We MUST organize swiftly for this action.

6. We must make it known to our several publics that we are NOT a burden to the taxpayer, but in fact an aid to him. If all private institutions in America were forced to close, the state and federal budgets could not possibly afford a public system of education to meet all their needs. Here in Massachusetts alone, the private colleges are a $750 million industry. Clearly, if our private institutions close their doors not only will there be an added burden for the taxpayer but there will be an enormous loss of income to the communities where these institutions are. Here in Massachusetts education is undoubtedly the largest single industry. This is the message that must be communicated to every politician.

7. Because of what I have just said about the economics of private institutions, and the need for organizing to convey this information to the appropriate individuals, I am calling for a meeting of trustees of private two-year colleges here in Worcester via the Worcester Consortium for Higher Education. While it might not be possible to have the full boards from the three private junior colleges, we could possibly organize a joint meeting of the executive committees of the boards. The purpose of such a meeting would be to share our thinking and our problems, instead of competing against each other; it would be to make everyone fully aware, and in detail, of our present economic difficulties; then to develop plans for meetings with appropriate state and federal officials; and for publicity to the public at large about our problems and our proposed solution to those problems....

I hope you will join me in launching an aggressive program for the preservation of the private junior colleges.

# # # # #

X. EDUCATION FOR WHAT?

E. B. Moore, Director of Junior College Leadership Project and Associate Professor of Educational Administration, Auburn University, Alabama
(Address to the workshop at Montreat-Anderson College, North Carolina, October 16, 1970)

Education For What? or Education For Whom? As we consider these questions it may be appropriate to say that when I use the term "community college" it will not be a slip of the tongue, but intentional. I happen to believe that most private junior colleges can and should become community colleges.

Ours is a paradoxical society. We are the richest nation in the world yet many of our citizens are hungry. We have placed men on the moon yet other men are forced to live in slums. We have miracle drugs and heart transplants but insufficient funds to support cancer research. We have crowded churches and overflowing prisons. We are the best-educated country in the world, yet seem to have the highest level of social turmoil. We are involved in a war which is costing billions of dollars and thousands of lives while we are making more automobiles than we need, which are killing more people each year than the war. We have the expressions of love in service in the Peace Corps and Vista, and hatred as expressed by hundreds of rioters. We have a high birth-rate and an increasing suicide rate. We have more weddings and more divorces than ever before.

We seem to be caught up in an ever-increasing search for pleasure, with an insatiable desire to consume. We are faced with some serious value conflicts which education has tended to ignore, but our students are seeking resolution of these conflicts now and will not wait.

The affluence of our society, while improving the lot of most, has tended to widen the gap between those who enjoy plenty and their less fortunate brothers. We seem to be polarized into "haves" and "have-nots" with the "have-nots" demanding more opportunity to move up the socioeconomic ladder. Some of the more recently arrived "haves" see this as a threat and would deny their fellow man equal opportunity....

The speed, mobility, and complexity of modern life have created a situation leading to individual membership in many communities, some of which are not necessarily congruent. Many of us now reside in one community and work in another; we work with one group, play with another, vote with another, worship with another, and provide social service with even another. In the face of such complex and often competing interaction, is there doubt that division, misunderstanding, and indecision can occur?

A disturbing product of this social change is the alienation of the young. A polarization seems to have developed, with the affluent youth turning away from the things which provide their affluence and the less fortunate youth decrying a society which does not provide instant relief for their deprivation. Each of these groups is unhappy with society in its current form but for different reasons. More and more, privileged youth reject the existing social order but seem unable to provide viable alternatives. Underprivileged youth are crying for an opportunity to become a part of the mainstream of current society. In their impatience, they sometimes seem bent on destroying the very things they are seeking to attain. We must find a structure wherein youth can examine the existing order and, if appropriate, replace it with fully developed alternatives which still retain freedom, dignity, and opportunity for all....

Technological change is exerting great pressure on education and is demanding that educators direct their attention to meeting future needs as well as the present. Occupations are changing in character and many jobs are being eliminated. Professional and technical positions are increasing while the numbers of workers involved in production are decreasing. Entry level qualifications require a higher level of training and young people are finding themselves at a disadvantage when seeking employment. Industry is encouraging employees to engage in educational programs at all levels in order that they may remain abreast of changing conditions.

Advances in technology seem to be calling for an entirely new concept of education. We can no longer afford programs which prepare solely for jobs which presently exist. Each individual must be provided with those concepts which are useful not only in performing a current task but also provide the basis for developing new and additional skills to perform tasks which are as yet undetermined. Each individual should also be provided the means to combat the boredom associated with routine casks and with the skills and interests to develop wholesome leisure activity. Educational programs must offer a more rewarding experience than dropping out of school.

We are now capable of transmitting enormous volumes of information at the speed of light. In fact, much of our information concerning man's affairs is provided at this rate. Unfortunately, transmission of information alone is not communication. If communication is to take place there must be transmission, receipt, and understanding of information, ideas, and feelings. Most men are inadequately prepared to interpret data and to apply it in a meaningful fashion.

Sheer volume of information creates a major block to interpretation. Data are available in such quantity that we have difficulty in determining which should be used and which should be discarded. By the time one has made this decision, new data are available, causing the sifting process to begin all over again. Perhaps we in education should

in the public service areas; however, I am here mainly concerned with the allied health education, one of the most rapidly expanding fields in education and an important field of endeavor and education.... Today our illnesses are increasingly resulting from the pressures and tension of the environments we have created and accidents from the speeds generated by a new age of machine and transportation. Too, better diagnosis, better knowledge as the result of research, has identified illnesses and organic conditions long hidden to the medical man. All of these changes and new directions have had an impact and influence upon educational programs, and the kind of people now needed to care for the health needs of society. "Preventive medicine" is being talked about more and more, but preventive medicine requires increasing paramedical support.

Certainly some of the major causes for the need of more allied health people are the ever-continuing national population growth; the increasing reliance of people upon health services of all types; and the unprecedented advances of scientific discovery in health fields.

Most health professions, and I am speaking now of the educational programs necessary to train the personnel at the professional level, are no longer based upon a single level of competence. The physician, for this new age, through the medium of hospital and laboratory, mobilizes a wide group of competencies which supplement and extend his own. He must be able to organize, administer, and supervise these competencies and the personnel representing them as well as perform highly specialized medical functions himself. The educational institution must take note of the education for these other competencies, and articulate them with those of the physician. However, let no misunderstanding come into our discussion here. There are still those functions of skill, of talent, of educated genius that must be performed. It is still the surgeon who must wield the scalpel, the diagnostician who detects the slow movement of disease, even though he may translate his skill and talent and know-how to the impersonal impulse of an electronic computer, the internist who prescribes with exactitude, the dentist who gives deft treatment to the impacted tooth, and so on. More and more support personnel are needed.

What do we mean by "support" personnel?

My own dentist has his own office, but it is quite a sizable establishment. There are four chairs; while he is treating one patient, another is being prepared by a dental assistant, another is getting oral X-ray from another assistant, and the fourth is experiencing oral hygiene and teeth cleaning from the dental hygienist. The dentist is doing more, and probably doing it more effectively than ever before. Where did all these helpers, the new paramedical, or, if we want to be specific in this case, the new paradental personnel, get their training? At the community junior college, most likely, in a well-planned two-year program leading to an associate degree. They are the new breed: the health technician, the paramedic.

Here, then, on this level of education is the great new challenge, the new opportunities, the provisions for meeting new needs. A few years ago Dr. Robert Kinsinger identified about 40 health-related and paramedical programs which have been defined as appropriate to the educational program of a junior college. A special survey we have made at AAJC has now identified 257 different allied health programs now being offered--mainly in about 21 "families" of occupations which can, we hope, be organized into core curricula on the level that might be considered by the private colleges?

What are some of these developing programs that might be considered by the private colleges? There are several programs that we like to call our more "mature" ones, such as the associate-degree nursing program, centering its training and education on the personnel for the registered nurse group. There are about 500 associate-degree nursing programs in our nation now, and last year over 30,000 students were enrolled in these programs. More are being added in the junior college field each year. Another "mature" program is dental hygiene, a curriculum carefully developed by the American Dental Association; and still another is the dental assisting program.

The Community College Health Careers Project of the University of the State of New York discusses in a news release community junior college programs in Opthalmic Dispensing, X-Ray Technology, Operating Room Technology, Medical Emergency Technology, Inhalation Therapy Technology. Reports from the junior college field coming into our Washington office tell us of junior college programs in Environmental Health Technology, Occupational Therapy Assisting, Biomedical Engineering Technology, Medical Record Technology, Medical Secretaryship, Medical Librarian's Aide. Several of the rapidly growing new junior college programs include Unit Ward Manager for Hospitals and Medical Laboratory Technician, which may also include optional specialities such as the Cytotechnologist or the Blood Bank Technician. Other health or medically related areas of education appropriate to various educational institutions may include the Medical Orderly or Aide, the Vocational or Practical Nurse, the Certified Laboratory Assistant, Food Service Worker, Sanitation Personnel, and several score others, defined in publications from U.S. bureaus and agencies.

Before we leave this part of our discussion, one stark and somewhat frightening fact should be emphasized. All the new programs in medical and health fields are being developed, planned for, and implemented in the light and from the experiences of present practices and needs. But as surely as time is the consuming factor of our lives, we know that current practice and present experience will change and the education now received by our students will itself become outmoded. Thus educational development today is focusing not only on the body of knowledge and skill needed to do the job <u>now</u>, but it must also offer broad backgrounds of basic principles and procedures designed to allow for future educational development producing, we hope, flexible people.

not be so much interested in the production of information as in developing criteria by which to judge the worth of data received.

This complexity is the crux of the problem facing higher education. How can man deal with the inexorable forces which seem to be carrying him as a twig on the crest of a flood? Will he be able to control his creations or will they destroy him? What can be done to establish harmony among ever-increasing numbers of people inhabiting an ever-shrinking globe? Can a new society be established on the foundation of old cultures or is a completely new order necessary? Can solutions be found or is man on a path leading to his own destruction? If solutions to these questions are to be developed, it appears logical that we in higher education should play a significant role.

Take a good look at yourselves and your institutions. What are your opportunities? What are your capabilities? What are your limitations? What are your commitments?

I'd like to suggest a few responses to these questions. First, I see the private junior colleges as having almost unlimited opportunity to provide significant educational experiences to increasing numbers of students. The matter of campus unrest is under almost constant discussion as riots, bombings, and rumors of more violence continue to occur on the campuses of universities. Fortunately, most of the junior colleges have been spared, and offer a stable environment in which serious students may develop.

One of the suggested causes for student discontent is the alleged lack of concern for the individual. As a teaching institution, the junior college should be committed to individualized instruction. The residence campus provides an ideal situation in which to develop programs and experiences to fit the unique interests and capabilities of each individual. Small classes and dedicated faculty provide the base for expanding individualization of the learning process.

If individualized instruction is to be fully effective, the curriculum must undergo modification. The private community college, because of its governing structure, should be more responsive than the public college to curriculum changes. State institutions are generally hampered by legal constraints, but the private college is free to change except for meeting accreditation and articulation needs.

Many private junior colleges are affiliated with religious bodies, many of which are evangelical in nature. The college should share in the evangelistic effort by providing educational services to a broader constituency than that currently being served. Most students are vitally interested in contemporary social issues. This interest can be directed into meaningful channels of service to serve jointly as a learning experience for the student and a means of meeting the social obligations of the religious body supporting the college. Too long,

private colleges have seen themselves as citadels of knowledge dedicated to the education of the elite. In this age of almost universal higher education, the private institution has a duty to provide broader programs and to share in the responsibility for increasing the educational, social, and economic development of the region in which the college is located. There is a pressing need for both continuing education and community services in every part of the nation. Too few institutions are meeting the demand.

Some private institutions are reluctant to consider occupational education as an appropriate area of service, for a variety of reasons. A main barrier has been the notion that costs were prohibitive. This may be true if the college seeks to provide elaborate shops and laboratories. However, the opportunity for obtaining practical experiences under contractual or cooperative arrangements with business and industries exists, and should be utilized. Arrangements of this nature could result in increased financial support from local and regional businesses.

Some private institutions have a long history of success in the field of cooperative education. Antioch College is a prime example of the usefulness of combining campus and off-campus experiences. With more of our students interested in becoming involved in real-life situations, it appears logical for the educational institution to exploit this desire for involvement. Moreover, cooperative education can become an excellent source of student financial aid. Cooperative education can take many forms; the private junior college can develop a program appropriate to the needs of its students and the capabilities of the college. A recent issue of the Junior College Research Review, published monthly by AAJC and ERIC, summarizes programs of cooperative education for junior colleges.

It seems that the opportunities for the private junior college are almost limitless. Some opportunities can be exploited with only minor modifications in existing programs, while others require completely new approaches. An example of the latter is the provision of educational services to local school systems on a performance contract basis. Certainly, colleges can be as capable as commercial firms in teaching basic skills.

There also are some problems which must be overcome by the private college. The major problem in my view is attitudinal. Around many private colleges there is an aura of doom--defeatism. Many seem to feel that they will be unable to compete with the public junior colleges in times of inflation and decreased philanthropy. But demand for education continues to increase--and the demand for good education is even greater. This is a time of promise, not defeat, for the institution that is willing to develop programs to meet student needs.

Second, at this time our career counseling and guidance programs, on the high school as well as the college level, are not giving effective, positive support to the health and medical educational programs or the possibilities for careers. We in the junior colleges have not developed thorough, acceptable techniques of cooperation and coordination with our high school colleagues, and consequently what is finally done on a frantic expedient kind of basis is ineffective and sometimes even distasteful to the high school counselor. We need to set up continuing working relationships with the high school counseling staffs and *faculties. We need to* start students to thinking about career choices much earlier than the senior year. We need to devise well-planned and prepared programs of information for students as well as for counselors, not on a "one-shot" career or college day procedure, but a continuing program, beginning early in the high school years. We must also make a more concerted and more aggressive attempt to dig deeply into the "hard-to-reach" group of young people, who, because of socioeconomic reasons, believe that continuing or college education is beyond them, or who do not conform to typical middle-class conceptions of the "college student."

A third problem in this particular field of education, although it is also found in others, is the built-in restrictiveness of the programs. Let me give you an example: A young person enters the practical nurse education program on the vocational level, and while receiving education there discovers a growing and developing talent and motivation. Means can be found to proceed beyond the practical nurse level. Can this be done now without sacrificing the time and money and learning already a factor? In very few institutions or from very few levels of education, if any. But let us think for just a moment: Why isn't it reasonable that this student be able to go directly into the associate degree nursing program on the junior college level without penalty? Or from the associate degree program to the university baccalaureate degree program? We realize that several curriculum adjustments must be made, but shouldn't it be possible for this continuation of education to be realized for able and developing students? The ladder of progression in education should be possible. We like to call this the open-ended curriculum, and we believe it will aid immeasurably in removing the restrictiveness of educational programs that today frustrates and discourages students from entering occupational programs. Mobility of movement in educational programs should be horizontal as well as vertical, with flexibility and adaptability an underlying principle.

How does all this apply to the private junior college? What kinds of occupational programs are appropriate for you, besides the traditional business programs?

A number of special problems are involved here:

(1) Cost. I would consider carefully the development of science and engineering or public service programs--many of these are very costly. Chemical research and electronics equipment are expensive.

(2) Where are your students from? You must give them good information about health job opportunities. BUT--In business and allied health, graduates can work anywhere. Many of our private junior colleges have thriving nursing programs, some have three-year medical lab technician programs. Their graduates are in demand everywhere.
(3) Faculty. You must find local people to teach. They are often available on a part-time basis.
(4) Accrediting and licensing. Some local requirements are unreasonable. X-ray and radiological programs and inhalation therapy are problem areas in this respect. Explore this before you leap.
(5) You must have continuing evaluation of your programs, and change and upgrade them constantly.

Where are the best new opportunities for the private junior college?
(1) Child care programs. For hospitals, nursery schools, child care centers, placement of orphans, etc. This doesn't require much in the way of facilities. (Clinical programs are more expensive.)
(2) Community welfare programs--health and home care. Community health aide, health education aide, welfare assistant, etc. These are in great demand.
(3) Medico-audio-visual services for teaching and patients. For example, bio-medical photographer, bio-medical library assistant, etc.
(4) Office services in medical and health fields: for example, dental and medical assistants, medical secretary, medical office assistants, medical records, etc.
(5) Social service assistant, medical social workers or aides, etc.

Some private colleges have gone for more difficult programs. Westbrook College, Maine, developed a dental hygiene program because of community pressures for it. At St. Mary's Junior College in Minneapolis, they have 800 students in 12 allied health programs, including a great nursing program--all successful and filled to capacity. Such programs have brought new life to these colleges.

BUT--you should study local needs and costs very carefully before starting new health programs, especially lab and clinic-based programs.

* * * * *

Of all the occupational areas, right now the medical and health fields are the most dynamic and the most challenging. The Surgeon-General of the United States has expressed the need for mid-manpower health workers at 10,000 new personnel each month for the next ten years, or some 1,200,000 in the next decade.

In this education the work of the college is to teach the right people the right way at the right time and place. But to do this job, the colleges face serious problems, several of which are presented for your consideration.

Other private colleges seem to be mesmerized by past successes and hang on to the traditional concept of liberal arts as preparation for the good life. The "complete man" in contemporary society requires exposure to more than dry relics of the past. As Peter Drucker puts it in his new book, we are entering a "knowledge economy." Educational institutions must expand their role if they expect to trade in the marketplace of the "knowledge economy."

The chief currency of the junior college is its ability to innovate. The private college must become more innovative and resume its position of educational leadership.

Financial resources for education have always been in short supply. However, more money is now available for education than at any other time in our history. Granted, the distribution of resources leaves much to be desired. The private institutions are hard-pressed, but sources of funds are available for effective programs. Title III of the Higher Education Act has generously provided support for many of you. These funds are available to assist institutions which are seeking to move into the mainstream and to operate programs which are in the national interest. We never have enough money to do what we would like to do, but I submit that many colleges are not making effective use of all available resources.

As other revenues decline, many colleges raise student fees, often in the face of declining enrollment. Such action serves to price the college out of the market. Those colleges which are providing services which serve student needs generally suffer neither decreased revenues nor lowered enrollments. The private college should study carefully the marketing techniques of business, and establish tuition and fee rates accordingly. Is your present program worth what the student pays? Would a better program attract more students at higher rates of tuition or would lower charges attract more students without increased costs? There is a relationship between cost and quality of program, but it is not a direct relationship. In almost every institution additional students can be accommodated without increasing facilities or staff. Before making any sharp increase in tuition, the college should examine its program, its operational procedures and its alternatives. A good product, in attractive packaging, at a reasonable price, does not long remain on the shelf.

Private junior colleges have outstanding capabilities for continued development and service. Most are well-established, with adequate plants and organizational structures. The educational plants of many private institutions are utilized at only 20 to 50 per cent of capacity; thus programs can be expanded and enrollments increased without significant capital expenditures.

Most private colleges are mature and have ties with one or more supporting community groups. This stable relationship can be used

as the cornerstone upon which to build new and expanded relationships within the community. Many private colleges are located in areas in which there are great educational needs. They need only to match their programs with local needs.

The commitment has to be yours.

Education for what? For the preservation of our society.

Education for whom? For everyone.

(2) ECONOMIC FACTORS IN SURVIVAL

Dennis Binning, Editor, College and University Business (Excerpts from talk at Monticello College Workshop, November 20, 1970)

From 1955 to 1970, public junior colleges tripled in number while private ones declined in number.

A principal factor in this trend is the rise in costs. And a principal answer is, more productivity plus cost containment. If it can't produce a good product at low cost, the college can't survive. I believe I could cut 10 per cent off any college budget without hurting the educational program. And the use of computers and management systems may increase management productivity.

Another answer is more revenue production. Increased admissions are the greatest economic lever. Almost any college could accept 100 more students without running into staff problems. About 46 per cent of private colleges say they are running a deficit, averaging $179,000 in 1968-69, and it's going up. Sidney Tickton predicts 200 to 300 private colleges will close within ten years. To survive, they've got to get more students, more revenue of all types.

Students' failure in public junior colleges--academic attrition--may be a blessing to private colleges; they can salvage some of these students. Some believe private colleges have priced themselves out of the market. (There's no evidence of this yet, actually. But there will be a danger.) Education will receive a lower priority than in past years. A real crisis is coming. Curricular changes will result. Private colleges can change faster than public--that's an advantage....

Planning--People panic about plans, but won't put in the time and effort necessary to get good ones. Yet, wishing takes as much time as planning.

What we need are programs to justify benefactors' gifts. Then, commitment of trustees, staff, and time are needed to plan, and carry through campaigns for funds. There is no black box planning; it must be on an individual basis. Evaluation is also here to stay.

What we need, too, are people from the classroom who can be trained as managers. There may have to be a "staff college" conferring the degree of Master of Educational Management. None of the old-line schools of education are teaching management and planning.

The systems approaches to problem solving will become the basic way we think and operate in education (both management and instruction).

Governance--"Who decides, who decides?" The college must decide on its role, and who controls it.

Communication must be improved. We need more feedback: the student's messages must be answered, so he'll know someone listened. Further, we need ombudsmen, open house on Fridays, etc. Communication feedback "loops" are essential as an expedient.... I was invited to Purdue for four days--rapped with students, 21 hours a day. Some 90 per cent of the questions had to do with quality of education. "Why?" they ask. Eroding frustration results in blowups.

Collective bargaining is here, to stay, too, changing relationships with the faculty. Tenure and administration will be affected.

You can change and change fast. You have an advantage in small size; you can adjust better. And if funding stops or drops, you must change. We must look at quality. Make faculty evaluate and defend their teaching methods, or change. (We may be starting this too late.)

Q: (John Alberti): Don't most of the changes you cited militate against productivity? Don't accreditation and unionization work against a higher student-faculty ratio?

A: Accreditation needs to be challenged with a little revolutionary zeal. We have to challenge the whole university-dominated accreditation system. And there is no rational basis for a student-faculty ratio of 12-1.

Binning: The future private junior college will be a non-linear, non-classroom institution (except where students and professors desire classes).... Every course would have a minimum of 300 behavioral objectives.... Curriculum would be content-free. Concepts would be learned.... Everything would be taught through the systems approach.... Total communication will pervade the college.

# # # # #

XI. SUMMARY: HOW TO SURVIVE

Selden Menefee, Director, AAJC Program With Developing Institutions

(A summary of remarks made at the close of the workshop at Monticello College, November 21, 1970)

From what I have heard at the three Independent Junior College workshops, I cannot help but feel optimistic about the future of the private junior college. I cannot agree with the prophets of doom who predict that most private colleges will close their doors in the next ten years. Some will close down--those which are not viable, which are too small, or which (because of their boards or other reasons) cannot change with the changing times. But most private junior colleges I have seen are moving ahead, innovating, attracting new students, adopting new programs and new methods--changing with the changing times. Like Ottumwa Heights College, which in the last three years has broadened its base in the community, reached out for students, and plunged into such new programs as the systems approach and cooperative education. Like Martin College in Tennessee, which has gone all the way over into systems, the modular calendar and non-punitive grading. Or Mt. Vernon College, in Washington, which has adopted a new seminar approach and modular instructional units in Spain and other overseas countries. Or Chowan College, in North Carolina, which has outstanding occupational programs in graphic arts and nursing, and Aquinas, in Nashville, which has built a thriving police science program. The private colleges ARE on the move, and those which are moving ahead are mostly increasing in enrollment.

In summary, I would say the independent junior colleges that will survive--and prosper--in the next decade will be the ones which do these things:

1. Be student-oriented--adopt new methods of instruction the better to meet the needs of a broadening range of students. This means courses relevant to current problems, more individualized instruction, more flexible calendars with modular time units and registration all through the year, non-punitive grading systems (without sacrificing quality of instruction one iota, it is possible to give students who need it more time to succeed; and it is not necessary to penalize them in their permanent records for failure to finish a course on time).

2. Reach out for more students with a wider range of abilities. Marginal students can be brought up to par in summer programs--such as are already being held successfully at Montreat-Anderson, Leicester, and Spartanburg Junior Colleges. Veterans can be encouraged to attend, using G.I. bill benefits and the new PREP and tutoring programs. Once in, students can be integrated, motivated and their self-image improved through human potential seminars such as Kendall College has developed.

3. Occupational programs can be introduced where local needs exist. Nursing and allied health programs have been doing well at many colleges;

business and data processing are also successful. Local resources and equipment can be used to avoid heavy expenditures. Chowan College obtained the most up-to-date printing equipment free from the manufacturers and from the North Carolina publishers for its graphic arts program. Two colleges in New England use local clinical facilities for three-year programs in medical technology. Martin College sent its students 30 miles by bus, across the Alabama state line, to study the computer methods on equipment released for their use without charge by a large construction company. Such ingenuity pays off.

4. Community Service--The independent college which succeeds will develop many of the characteristics of the public community college. This means not only opening its buildings and library to the townspeople, and inviting them to lectures and concerts, but reaching out in a positive way to assist the community--as Mt. Olive College did in North Carolina, when it used its students during summer to bring about integrated recreation for whites and blacks in local parks. It also means working more closely with local schools (and recruiting more high school graduates as a result). It means off-campus and evening adult courses to meet local needs--whether in sewing (like the classes conducted for the rural Blacks of Arkadelphia by Cullman College in Alabama), or in English, art, consumer problems, income taxes, or whatever is needed.

5. Good business management is needed as never before. Use of the most modern business methods, application of sound planning procedure, setting of behavioral objectives for each administrative department--recruiting, purchasing, fund drives, institutional research, and the rest--are essential. So is team administration. So is the use of community advisory committees. All resources available for getting funds--and students--must be exploited. This means not only private resources such as parents and alumni, local business and civic groups and foundations, but also public sources of funds, including both federal and state programs.

6. Finally, let the world know about your strengths. The colleges which survive and succeed will NOT be those that hide their lights under a bushel. Tell your story through the press, radio, television, direct mail, posters and Chamber of Commerce publications. Let your town know how much money your college infuses into the community. Make yourself heard and VISIBLE.

Of course, you have to be moving ahead, doing things worth telling about, before you can tell about them. But most colleges ARE doing some great things. Talk about them, to the general public, to special publics and constituencies, to prospective students and their parents, wherever they may be.

Colleges which are really trying harder, which are moving to meet needs, will not die. They are needed in our diversified system of education, and they will live and grow. The ones that will die are mostly already in a coma, waiting for rigor mortis to set in. But they are very much in the minority.

# # # # #